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ABSTRACT

Developed for use by all vocational students and teachers, this manual is designed to help students gain occupational knowledge to find employment, progress on the job, and manage their resources successfully. The 10 modules included are intended for use during 10 class sessions. Contents of each module include a brief introduction, outline, listing of supportive materials provided, and necessary informative and supportive materials. Supplemental materials--worksheets, checklists, tests, crossword puzzles--are designed to be completed, discussed, and evaluated by the student and teacher working as a team. Module titles are (1) Self Analysis in Relation to Employment Capabilities, (2) Selecting a Job, (3) Finding Employment Openings, (4) Legal Aspects of World of Work, (5) Building a Resume, (6) Filling Out an Application, (7) Preparing for the Interview, (8) The Interview, (9) Progress on the Job, and (10) Personal Management. (YLB)

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STEPS TO SUCCESS

Student Job Readiness Manual

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FOREWORD

The Division of Vocational Education, Memphis City Schools has a commitment to help each trainee in the subject areas acquire adequate educational background and job related skills to be successful in the labor market. A major objective of the Vocational Division is to help trainees acquire entry job skills and job placement in the career clusters for which they have received training.

The Memphis City Schools developed a proposal and received funding through the Tennessee State Department of Education, Division of Vocational Education, to develop a model for job placement for seniors who are enrolled in vocational courses in high schools. The model includes functions of career guidance, job readiness, special help in job placement, and data collection.

The Student Job Readiness Manual, STEPS TO SUCCESS, was developed as a consumable booklet to help trainees work through the process of being prepared to locate and obtain employment, to progress on the job and to manage their resources successfully. Ten modules have been developed to be utilized during ten class sessions. The vocational teacher and/or guidance teacher will help trainees evaluate their personal vocational objectives and enter into an action plan for successful transition from the high school classroom to the labor market.

TO THE TEACHER

The Job Readiness Manual has been developed for students enrolled in Vocational Education. It has been written in a format that should help students relate the information to their lives.

Many young people are astounded by the complexities of society. There are more than 40,000 identifiable occupations from which they may choose. Women can look forward to working twenty-five years of their lives outside the home. Many young people do not observe their parents or neighbors at work because many people travel distances to their employment.

The suicide rate among teenagers is higher than it has been in the history of our country. One of the reasons, psychologists tell us, is the lack of purpose and/or occupational identity. Many young people, upon completion of high school, have no plans for the future. Some have no concept of what their lives will be in five or ten years. Individuals who have plans for the future, or an occupational goal, have a much brighter outlook on life.

Our primary objective for this manual is to help students, step by step, gain enough occupational knowledge to find gainful employment, progress on the job and manage their resources successfully. Although the modules are directed to the students, the teacher will play an integral part in coordinating materials. The pictorials of each module can be used for introductory purposes. Supplemental materials are designed to be completed, discussed and evaluated by the student and teacher working as a team.

The manual will be utilized by students with varied objectives, interests and talents. Each teacher's situation is unique. Therefore, deletions and supplements will be necessary for optimum use.

GUIDELINES FOR STEPS TO SUCCESS

This student manual has been developed for use by all vocational students and teachers. The primary objective of the manual is to help students gain occupational knowledge to find employment, progress on the job and to manage their resources successfully.

Since the manual will be utilized by students with varied interests and objectives and since each classroom situation is unique, additional guidelines may be necessary for optimum use.

MODULE I: Self Analysis in Relation To Employment Capabilities, should be utilized in all areas since self analysis is a prerequisite to employment satisfaction and employment security. Supplementary materials may be needed according to the needs of the students. Each teacher should discuss additional resource materials with instructional consultants.

MODULE II: Selecting A Job, should be utilized in all areas with emphasis on values, goals, and non traditional career objectives. Resource persons from personnel offices and guidance departments can be of assistance. Field trips to business and industry can be valuable at this time.

MODULE III: Finding Employment Openings, should be adapted to each area of instruction. Utilization of resource persons and materials could be of assistance. Assignments can be given from Occupational Outlook Handbook, Occupational Outlook Quarterly and Dictionary of Occupational Titles. Many employment agencies offer assistance through resource persons, brochures, hand-outs, etc.

MODULE IV: Legal Aspects Of The World Of Work, should be used in all areas. Supplementary materials can be used with this module. The Social Security Offices has an unlimited amount of materials that will be mailed out by request. I.R.S. will also send hand outs concerning taxes. Labor unions will furnish informative information. Economics and social studies teachers can serve as resource persons.

MODULE V: Building A Resume, should be adapted to the individual's career training: If a student is enrolled in an occupational course, the information on the resume should be pertinent to the job for which he/she is applying. Qualification briefs are suggested for use by students who have not had previous work experience (refer to page 68). English teachers can be very helpful in the evaluation of the qualification brief or the resume.

MODULE VI: Filling Out An Application, should also be adapted to course content. Additional applications can be secured from business and industry. It is suggested that a variety of applications be completed since each company has it's own application. Reference forms can be a valuable teaching tool as students will become aware of the diserable characteristics of a good employee. (Refer to page 90.) As an assignment, students can write references about themselves. Newspaper want ads can be utilized through students writing letters of applications for jobs in their specific areas. Guidance counselors can serve as resource persons concerning requested information on students. At this point emphasis can be placed on student's conduct, attitude, attendance, punctuality, citizenship, etc., since this information is vital to a good reference.

MODULE VII: Preparing For The Interview, should be adapted to the type of work for which a student is applying, but the general rules are sufficient in all areas. Additional employemnt tests can be administered with emphasis being placed on math - particulary fractions and decimals.

MODULE VIII: The Interview, may require additional time allocations according to the needs of the students. A successful interview is a culmination of the knowledge acquired from the previous module. Each student should be provided with several opportunities for simulated or role playing experiences with fellow students completing critique on the interview. (Refer to page 109.)

MODULE IX: Progress On The Job, can be supplemented by resource persons from business and industry concerning reasons for job termination. Additional job evaluation forms can be received from private businesses. Students can be requested to complete forms on themselves from their work in the laboratories. Role playing can be utilized in the following areas: Employer - employee conference concerning employee's record of habitual tardiness; Employee - employers confrontation concerning one employee doing more than his/her share of work that is assigned to both. Free enterprise system can be emphasized at this point in the following areas: Concerns and responsibilities of boss or owner of business; cost of absenteeism; productivity and profit.

MODULE X: Personal Management, should be used in all areas. Additional work can be done in consumer education with Economics teachers, Credit Bureau Personnel, and Credit Managers from businesses serving as resource persons. Newspapers can be utilized through study of inflation, low cost meals, seasonal sales, saving coupons, etc.

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Scars to Stars

Personal Management

Progress on the Job

The Interview

Preparing for the Interview

Applications

Building a Resume

Legal Aspects

Finding Employment Openings

Selecting a J

Self-Analysis

Decisions

Anxiety

Frustration

INTRODUCTION

This young lady's name is Charity Hope. She is a senior in a vocational course just as you are. In the lessons that I have prepared for you, you will be able to follow Charity's progress and prepare yourself for work in much the same manner.

If you will look back at the cover you will see Charity crushed from the decisions, anxieties and frustrations which many young people face today in their attempts to get and keep a job. Perhaps some of you have had some of these same feelings. But if you will study the picture carefully, you will see that Charity, even though she had some scars, didn't let these things discourage her. She was able, step by step (or rock by rock) to reach the top of the mountain or reach the stars. You, too, will be able to go from "scars to stars."

I used the name Charity for a specific reason. The word has several definitions, but the meaning that I hope you keep in mind is as follows: (a) love of one's fellow man and (b) kindness in judging people. Abraham Lincoln used the word many years ago when he wrote ------ "with malice toward none; with charity for all."

It is my "<u>hope</u>" that you will find gainful employment, and then, in turn, be "<u>charitable</u>" toward others.

MODULE I

SELF-ANALYSIS IN RELATION TO EMPLOYMENT CAPABILITIES

MODULE I

INTRODUCTION

There is an old saying which goes, "To thine own self be true." Before we can look for employment we must first take a good look at ourselves. After you complete the lessons that follow, you should get a better picture of yourself, and be prepared to make a plan for self-improvement. You are on your way to the top of the mountain to join Charity.

OUTLINE

Self Analysis in Relation to Employment Capabilities

I. Personal evaluation checklist
II. Self-improvement test
III. Personal quality check sheet
IV. To Tell the Truth
V. Plan for self-improvement

SUPPORTIVE MATERIALS

Lesson I - Personal evaluation checklist
Lesson II - Self-improvement test
Lesson III - Personal quality check sheet
Lesson IV - To Tell the Truth
Lesson V - Plan for self-improvement

MODULE I - LESSON I

Personal Evaluation Checklist

Read each question carefully - answer yes or no

Yes	No	1.	Do you want to work?
Yes	No	2.	Do you follow directions well?
Yes	No	3.	Are you cooperative when asked to do a task that is normally not yours?
Yes	No	4.	Do you notify your school when you are going to be tardy or absent?
Yes	No	5.	Are you always at school when you are not ill?
Yes	No	6.	Are you always on time?
Yes	No	7.	Do you have a good attitude about yourself?
Yes	No	8.	Do you have a good attitude toward your teachers?
Yes	No	9.	Are you interested in the success of your class?
Yes	No	10.	Are you as neat and properly dressed as possible?
Yes	No	11.	Do you think that it takes hard work to become successful?
Yes	No	12.	Do you smile more than you frown?
Yes	No	13.	When talking with someone, do you always look at them?
Yes	No	14.	Do you chew gum publicly?
Yes	No	15.	Do you have the habit of saying "Please and Thank You?"
Yes	No	16.	Do you have a firm handshake?
Yes	No	17.	Do you use language free from slang and profanity?
Yes	No	18.	Show courtesy at all times by opening doors, etc.?
Yes	No	19.	Do you speak as clearly as possible?
Yes	No	20.	Do you have several interests and hobbies?

Count 3 points for each yes.

55-60 points: you make people happy <u>wherever</u> you go
30-54 points: you make 50% of the people you meet unhappy
0-30 points: you make people happy <u>whenever</u> you go

MODULE I - LESSON II
Self Improvement Test

HAPPY	SHOULD IMPROVE	UNHAPPY

Appearance

Clothes (neatness)

Posture

Grooming

Weight

Facial Expression

Interests

Current Events (knowledge of)

Sports (knowledge of)

Hobbies

Behavior

Appreciation of the rights of others

Interest in others

Courtesy toward family and friends

Dependability

Enthusiasm

Initiative

Emotions

Ability to control anger

Capable of expressing gratitude

Ability to control fear

Attitudes

Toward family

Toward friends

Toward classmates

Toward teachers

Regarding work and study

90-110 Excellent
75-89 Good
60-74 Fair
Below 60 - You Need Help

5 pts.-Happy
3 pts.-Should Improve
1 pt. -Unhappy

Score_____

MODULE I - LESSON III

Personal Quality Check Sheet

What are your personal qualities? From each of the pairs of statements below, choose the statement which best describes you.

____a. Greet everyone with a smile.
____b. Frown and complain about your problems.

____a. Stay with a job until you finish it.
____b. Start something else when you get bored.

____a. Follow instructions when doing something you haven't done before.
____b. Try to do it without following instructions.

____a. Open a door for someone.
____b. Let him open it for himself.

____a. Pay attention to a friend's constructive criticism.
____b. Get angry at him for criticizing you.

____a. Always get to places on time.
____b. Always get to places late.

____a. Try to find a better way of doing something.
____b. Keep doing it the same way you have always done it.

MODULE I - LESSON IV

TO TELL THE TRUTH??

A BAD RECORD

A lot of young people get into trouble some time in their life. Many play around in school and get failing grades; while others find trouble with the law. Doing foolish things makes us often regret it later.

Maybe these things have happened to you when you were younger. These things might be held against you by some employers; yet still others will try to understand and give you a second chance. Just remember employers can find out. So if you have a bad record in past jobs, in court, or in school, it is wise to tell the truth.

For example you might state:

"I was confused for awhile and got in trouble with the police. I have not been in trouble since then and have gotten myself together."

"On my last job, my boyfriend bothered me at work. My boss got mad and fired me. I realize now that there is a time to work and a time to play."

"Two years ago I thought it was more important to be popular than to study. I clowned around a lot in all of my classes. I know now good grades are important."

MODULE I - LESSON V

Plan for Self-Improvement

Look back over the lessons that you have just completed. You should be able to determine the areas in which you need to improve. After you have decided, complete the following plan.

Areas Which Need Improvement
1. Ex. attitude
2.
3.
4.
5.

Plan For Improving These Areas
1.
2.
3.
4.
5.

After you have completed these two things, why don't you write a paragraph telling how you are going to fit this plan into your future goals?

MODULE II

SELECTING A JOB

MODULE II

INTRODUCTION

It's just about that time. Time to start thinking about that graduation. Where will it be? With whom will you go? What will you wear? How many of your friends will be there? How late may you stay out? Where will you get the money for that outfit that you want? Think of all the questions that come to your mind when you start thinking about that graduation.

Has it ever dawned on you that many people put much more thought in one event than they do in selecting a job. Graduation will be over in one night. Your job could last 10,000 days or 80,000 hours. (That's the figure the average worker works in a lifetime.) So, let's get busy and give some thought to selecting that job.

OUTLINE

Selecting a Job

I. Exploring possible job choices
II. Career planning
III. Work and you
IV. Jobs and Gender
V. Job Related Words and Terms
VI. World of Work Crossword Puzzles
VII. Failure and Success
VIII. Goals
IX. Values
X. Cartoon
XI. Steps for Goal Achievement
XII. Puzzle (Failure and Success)
XIII. Poem - "What Lesson Does This Teach?"

SUPPORTIVE MATERIALS

Lesson I - Exploring possible job choices
Lesson II - Career planning
Lesson III - Work and you
Lesson IV - Jobs and Gender
Lesson V - Job Related Words and Terms
Lesson VI - World of Work Crossword Puzzles
Lesson VII - Failure and Success
Lesson VIII - Goals
Lesson IX - Values
Lesson X - Cartoon
Lesson XI - Steps for Goal Achievement
Lesson XII - Puzzle (Failure and Success)
Lesson XIII - Poem - "What Lesson Does This Teach?"

MODULE II - LESSON I

EXPLORING POSSIBLE JOB CHOICES

Which of the things listed below do you do well? Which would you like to do? Choose one thing in each group that you would like to do. Put an X after it in Column I. Then put an X in Column II for the one thing you do best.

	Column I Interests	Column II Abilities
a. operate a typewriter		
b. fix a toaster		
c. budget weekly food costs		
d. put labels on bottles		
e. plan meals		
f. serve a dinner		
g. persuade a friend to try a new dish		
h. type letters neatly and accurately		
a. drive a car		
b. fix a transmission		
c. make out a bank deposit slip		
d. work on auto assembly line		
e. design a model car		
f. receive visitors in a business office		
g. assist a customer with a complaint		
h. work with forms and records		
a. operate a power saw		
b. build a cabinet		
c. figure sales tax on a blouse purchased		
d. operate an adding machine		
e. draw a picture of finished cabinet		
f. give first-aid for an injured finger		
g. sell the cabinet after it is completed		
h. handle confidential material		

MODULE II - LESSON I (Cont'd)

EXPLORING POSSIBLE JOB CHOICES

Match the things you have just checked with jobs that might fit you. Did you check the same letters in the three groups?

From the things that you have checked, are you beginning to get a picture of yourself?

If you checked things marked	You probably have these interests and abilities	Think about these jobs
a	working with hands; coordination	truck driver; laborer; machine operator; typist
b	working with hands; using mechanical knowledge	mechanic; repairman; building tradesman; electrician
c	working with numbers; working with money	accounting clerk; cashier; clerk; billing clerk; inventory clerk
d	detailed, routine work; following instructions	factory assemblies; office machine operator
e	planning; designing; using imagination	draftsman; dietician; photographer
f	helping and serving others	practical nurse; salesperson; waitress; receptionist; admissions clerk
g	talking with and persuading people	salesperson; trainee; small business manager; adjustment clerk
h	using good judgment; organizing work	general clerk; clerk typist; typist

MODULE II - LESSON II

Planning for A Carrer

Name _____ Date _____

1. What is your carrer objective?

2. Why did you choose this career?

3. What are desirable characteristics for a person in this field?

4. Why do you think you are qualified for this career?

5. Give the names, titles and addresses of the professional people with whom you have discussed your plans.

_____

_____

_____

_____

6. How can you become qualified?

MODULE II - LESSON III

Work and You

The time is just about here. You are at the age now when you need to be giving some thought to the working world. It won't be too much longer until you will have a full time job. What do you think it will be like out there? You really don't know, do you? You do have some ideas about it whether you realize it or not.

It might be a good idea to discover some of your attitudes about work, because your attitudes could affect the way you do the job-for better of for worse. You can make a start by circling the statements with which you agree. Do this quickly and don't think about it too much. Some may seem to contradict others. Maybe you have deep feelings about work which are contradictory.

An idle mind is the devil's workshop.

All play and no work makes Jack a dull boy.

Work is honorable, dignified and necessary.

Work is a bore. When you have to work, you don't have time to do the things you want to do.

I'm not going to kill myself working like my parents have.

I don't know what I will be doing, but I think I will like it. Whatever I do, I will do it well.

When you work you have to take orders. Who wants that?

Work means making money. When you have your own money you have freedom. I can't wait until I am on my own.

Write down some of your own opinions about work in the space below - - -

MODULE II - LESSON IV

JOBS AND GENDER

Art Afraid

Mrs. Iam Together

Mr. U. R. Kool

Mrs. Setter Ways

Hi! If you will look at the first picture on the left, you will see a picture of me - Art Afraid. I am a tenth grade student at one of the local high schools. I am a member of the National Honor Society, captain of the football team, a member of the basketball team and president of the sophomore class. In my spare time I play ball with the children in my neighborhood. You see, many of them don't have fathers living with them and others have fathers who are away much of the time. I realize that small children need to have males around more often; therefore, I would like to go into an occupation that would provide children with day to day interaction with male adults.

My school is offering a course called Care & Guidance of Children. I have talked with some of my friends who are presently enrolled in this class and I have become extremely interested in taking it next year. You see, my occupational goal is to become a nursery school worker and then a director of a nursery school after I have completed my education.

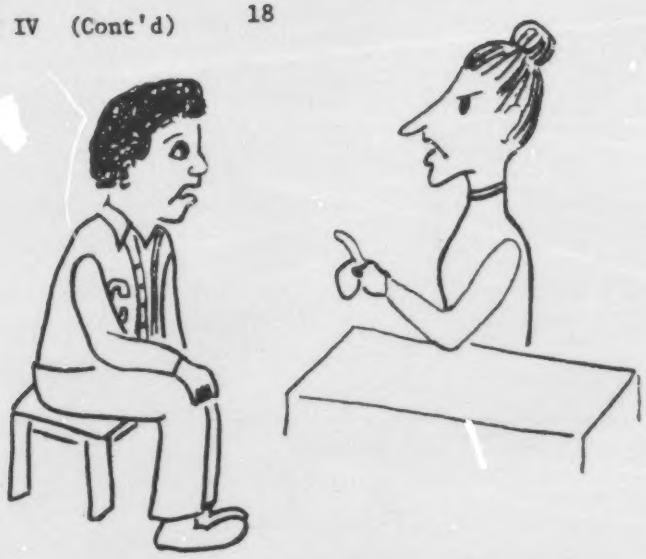
I would like to introduce you to the guidance counselors at my school. If you will look at the second picture, you will see Mrs. Iam Together. Mrs. Together really knows what is going on in our world and she is always willing to help the students.

The man in the picture next to her is Mr. U. R. Kool. He certainly has the right name because he is cool -- why, he gets the latest news just about as soon as TV knows about it. He reads all of the latest on careers, jobs and just about everything that will help us. I really like him because he will listen to you and not try to force his ideas upon you

Now the next lady is Mrs. Setter Ways. I really don't know what to tell you about her--my mother always said that if you couldn't say something nice to just be quiet so I guess I just won't say much! Oh, I can say that she has had lots of experience.

MODULE II - LESSON IV (Cont'd)

I am on my way to the guidance office now to talk to one of them about my courses for next year. I"m sure you know which one I hope I don't get, but I'll have to take my chances. Since you won't have any way to know the outcome of my visit, I will write our conversation for you. Oh my, Mrs. Ways is the only one in here--well, here goes!



Art: "Hello, Mrs. Ways. I would like to talk to you about my career plans."

Mrs. Ways: "Let me look up your record. You know I can't even discuss this until I see your grades and test scores."

Art: "Oh, that won't be necessary Mrs. Ways - I just want to discuss my courses for next year."

Mrs. Ways: "Young man, I know what I am doing. Hmmmm - I have your record here and your grades and scores indicate to me that you must be a doctor, a dentist or a lawyer."

Art: "But Mrs. Ways, I don't want to be a doctor, dentist or lawyer."

Mrs. Ways: "That's the most ridiculous thing I have ever heard. Anyone with your abilities would be foolish not to select one of these. What in the world do you want to do?"

Art: "Well, Mrs. Ways, I feel that I must select a career that would make me happy. I would like to talk to you about taking Care and Guidance of Children. I already have one credit in Home Economics and I really did enjoy the course. I enjoy working with small children and I would like to become a director of a day care center someday."

Mrs. Ways: (mouth wide open from shock) "This has to be the most foolish talk I have ever heard from a person with your abilities. You know that Home Economics is a course for girls and that working in day care centers is strictly women's work! I just wonder what our world is coming to?! I can't believe that these women are climbing light poles and that some of these "so called" men are trying to take over jobs that belong to women. If you work in a day care center, what in the world will your friends think about you? I just can't imagine a football and basketball player in that class. Aren't you afraid that they will laugh at you?"

MODULE II - LESSON IV (Cont'd)

Conversation between Art and Mrs. Ways continued:

Art: "Mrs. Ways, I don't think that my real friends will laugh at me. I have already discussed this with some of them and they understand that small children need men as well as women to work with them."

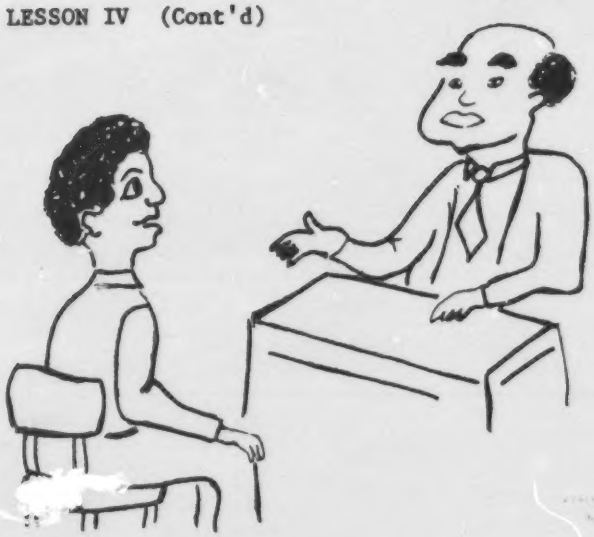
Mrs. Ways: "Well! I just never . . . . . If you think that you just have to work with children, why don't you go into coaching? That's a man's job!! Besides, don't you know that doctors and dentists make more money?"

Art: "Yes, I realize that but I don't value money nearly as highly as some people do. I value helping other people in a way that will lead to my own happiness and I feel that this is what I must do. My occupational objective is to become the director of a day care center and I feel that taking this course will be a good place for me to start working toward my goal."

Mrs. Ways: "Well, Art, I have wasted enough of my time with you. Apparently you don't want my advice, so there is nothing more for me to say. Here comes Mr. Kool and I will just have to turn you over to him. He is a man and maybe he can talk some sense into your head!!! Good day!!!"

Art: "Thank you for your time, Mrs. Ways."

MODULE II - LESSON IV (Cont'd)



Mr. Kool: "Hello, Art, may I help you?"

Art: "Thank you, Mr. Kool, I am very interested in taking Care and Guidance of Children for the next two years. My occupational objective is to become a director of a day care center. I realize that I must start working toward that goal and taking this course would be a good place to start."

Mr. Kool: "Well, Art, I think that is fine. Do you mind if I ask you some questions?"

Art: "Certainly not."

Mr. Kool" "Have you talked to anyone that is now employed in this area and have you done any research in this area?"

Art: "Oh, yes sir, I have visited several day care centers. I have an aunt who works in one and she has introduced me to the director. We discussed the personal characteristics of a good day care worker, hours, wages and the opportunities for advancement. He gave me some materials to read and I have read every one of them. And I learned that many changes have taken place in our society in the last hundred years. It was just a hundred years ago that the first lady, Elizabeth Blackwell, wanted to become the first woman doctor, but in Russia most doctors are women. And in Russia there are many women engineers and architects. In Sweden, boys and girls are both taught woodwork and sewing in the early grades and in Israel, women are drafted and go to war. In San Francisco, there is even a nursery school being operated by males. And you know, Mr. Kool, I'm not afraid to relax this sex barrier and begin to break down some of these stereotypes."

Conversation between Art and Mr. Kool continued:

Mr. Kool: "Well, Art, it seems as though you have really done your homework. I wish that all of our tenth grade students had given as much thought to their careers as you have. It appears that you have set a goal for yourself and know what you must do to accomplish this goal. I shall be happy to register you for Care and Guidance of Children."

Art: "Oh! thank you, Mr. Kool!!! Hey, did anyone ever tell you that you surely do have the right name."

Why don't you and some of the members of your class role play this skit? Perhaps you and your class can find other jobs that used to be considered for "men only" or "women only" and write your own skit about them.

MODULE II - LESSON V

JOB-RELATED WORDS AND TERMS

A ability - being able to do something well

appreciation - is showing gratitude; is being generous with "Thank you's"

aptitude - being able to develop a particular skill

attitude - a way of thinking, acting or feeling

B basic skill - an ability used in a variety of jobs; for example, typing

billing - typing or writing an invoice or a bill

bonded - (see fidelity bond)

C career - following a certain job or profession throughout life

certificate - various forms of documents; birth, health, diploma, skill, license, etc.

character - a word used to describe moral strength or moral weakness

clerical - office work

clerical tasks - office duties dealing with records

communication skills - ability to use words well in writing or speaking

compensation claim - money you received for an injury on the job

consumption - using merchandise

consumer - an individual who purchases goods or services

correspondence - communication by letter

courtesy - good manners, politeness, thoughtfulness

D data - facts

deducts - takes out, subtracts

dependability - describes a person who is always at work, arrives on time, and can be trusted to do a good job.

MODULE II - LESSON V (Cont'd)

D (Continued)

dependent - how many people, including yourself, depend on your pay for their support.

dictation - act of saying something aloud for another person to write down, usually in shorthand.

disabilities - any handicap or physical problem which might make it hard for you to do certain kinds of work, such as a "bad back."

discrimination - act of making a choice based on differences; for example, choosing a young woman instead of a young man

distribution - bringing goods from those who make them to those who use them.

documents - any form, written or printed, that supplies information; for example, a check, an invoice, or a receipt

E employee - one who works for someone else

employee number - in a large firm, a number is assigned to be used on all employee records (pay check, insurance records)

employer - one who hires someone to work (may be an individual or a company)

experience - refers to any work done or job held

extra-curricular activities - activities at school outside of the regular course of study; for example, youth club membership, captain of drill team, writer on newspaper staff.

These activities tell an employer that you like working with people and sometimes show leadership ability.

F fidelity bond - insurance an employer buys to protect himself against losses caused by dishonest employees. An employee covered by this kind of insurance is said to be "bonded." It is <u>good</u> to be bonded; only people with good reputations may be bonded.

free enterprise - the freedom to choose your own work; therefore, your income depends on your ability.

fringe benefits - any gain received from an employer in addition to money paid; for example, pensions, group insurance, paid vacations, paid holidays, discounts on purchases from company

G graduated - the date you received a certificate or diploma

grooming - careful attention to personal appearance; for example, neatness, and cleanliness

group insurance - insurance protection for a number of people on one policy; may be life insurance, health insurance, or hospital expense insurance

H hobbies - things you like to do in your spare time: dancing, tennis, singing, guitar, sewing, etc.

hourly rate - amount of money paid for one hour's work; for example, $2.85 per hr.

I identification badge - in large firms, cards with employee's picture are issued to employees to be worn during working hours, to show that you belong on company-owned property

incidental duties - tasks performed occasionally in addition to regular duties

initiative - ability to perform tasks without being told to do so, and to assist others without being reminded to do so

inventory - a list of things, interests, abilities

invoice - a typed or written form showing items bought, quantity and price of each item

J job cluster - list of jobs that are alike in some way, sometimes called a "family" of jobs; for example, typist, clerk typist, figure typist

job description - a written report of a particular job showing skills required and duties performed

job manual - a booklet issued by a large firm to help employees learn duties, methods, rules and regulations of the company

job market - availability of jobs at present time

job objective - the title or name of job wanted

job requirements - skills needed to perform the tasks shown in job description

job title - name of job

K

L

M marital status - an item on application blanks to be answered: (S) single; (M) married; (D) divorced; (W) widowed

minimum wage - the lowest amount of money an employer is allowed by law to pay a worker

N naturalization - becoming a citizen of a country if you were not born there

O occupation - a person's trade or job

office manual - (see job manual)

orientation - to get into the right relation to the things and persons about one. This means getting acquainted with, or being introduced to, fellow workers and duties of the job

overtime pay - wages for time beyond the regular hours, usually paid at 1½ times the regular rate; for example, regular rate $3.00 per hour pays an overtime rate of $3.00 X 1½ = $4.50 per hour

P perform - does

permanent address - the place where you usually live

personal appearance - the way one looks to others

The way one looks is the first thing that makes an impression on anyone you meet --an interviewer, an employer, a supervisor

personnel department - a part of a company that looks for new employees, and the first place an applicant sees at a company

position desired - type of work you are applying for

posture - a good appearance when standing, sitting or walking

previous address - the last place you lived before you moved to your permanent address.

production - making of merchandise

punctuality - is being on time for work and on time with tasks performed

Q qualifications - skills or abilities that show that a person is ready for a job

R references - names of former employers, businessmen, teachers, counselors, or ministers who know you well.

Be sure to ask their permission to use their names as references. Be able to supply addresses as well.

related duties - similar tasks

remittances - payments

resume' - a short report listing personal information, education, work experience, hobbies, and references

This report assists an interviewer in placing you on the right kind of job, for you

S salary - wages for a certain time, usually the same amount; for example, for a week, a month

skill - ability to do things well

semi-skilled - having some ability

special skills - something you are good at. For example, typing, speaking some foreign language, operating special equipment

spouse - your husband or wife

subject - the general kind of classes you took at each school

T take-home pay - amount of money a worker receives after taxes and all other items are deducted

transcribes - to typewrite material from personal dictation or by listening to taped dictation on an electric transcribing machine

typical duties - those tasks usually performed; for example, a typist typically types letters, reports, checks, invoices

V verifying data - checking sets of facts to see if they are alike or not alike

W wages - money paid to workers

MODULE II - LESSON VI

WORLD OF WORK CROSSWORD PUZZLE NO. 1

Across

3. Tasks performed occasionally in addition to regular work are incidental _____.

5. Facts

7. Abbreviation for Equal Opportunity Employer

10. The punctual employee _____ at work on tim

11. Any forms written or printed that supply informa ion

14. Ready to go to work

15. Abbreviation for typing or typist

17. Gains received from an employer other than salary or wages

22. Hard, physical work

23. Ability to perform tasks without being told to do so

25. Group of jobs that are alike in some way is called a job _____

Down

1. Hr. is the abbreviation for _____

2. A certain job or profession followed throughout life (plural)

4. To hire

6. Being able to do something well

8. Moral strength or weakness

9. The lowest amount of money an employer is allowed by law to pay a worker is called the _____ wage

12. Wages for time beyond the regular hours

13. Abbreviation for management

16. Tasks

18. The first information required on an application

19. Ability to do things well

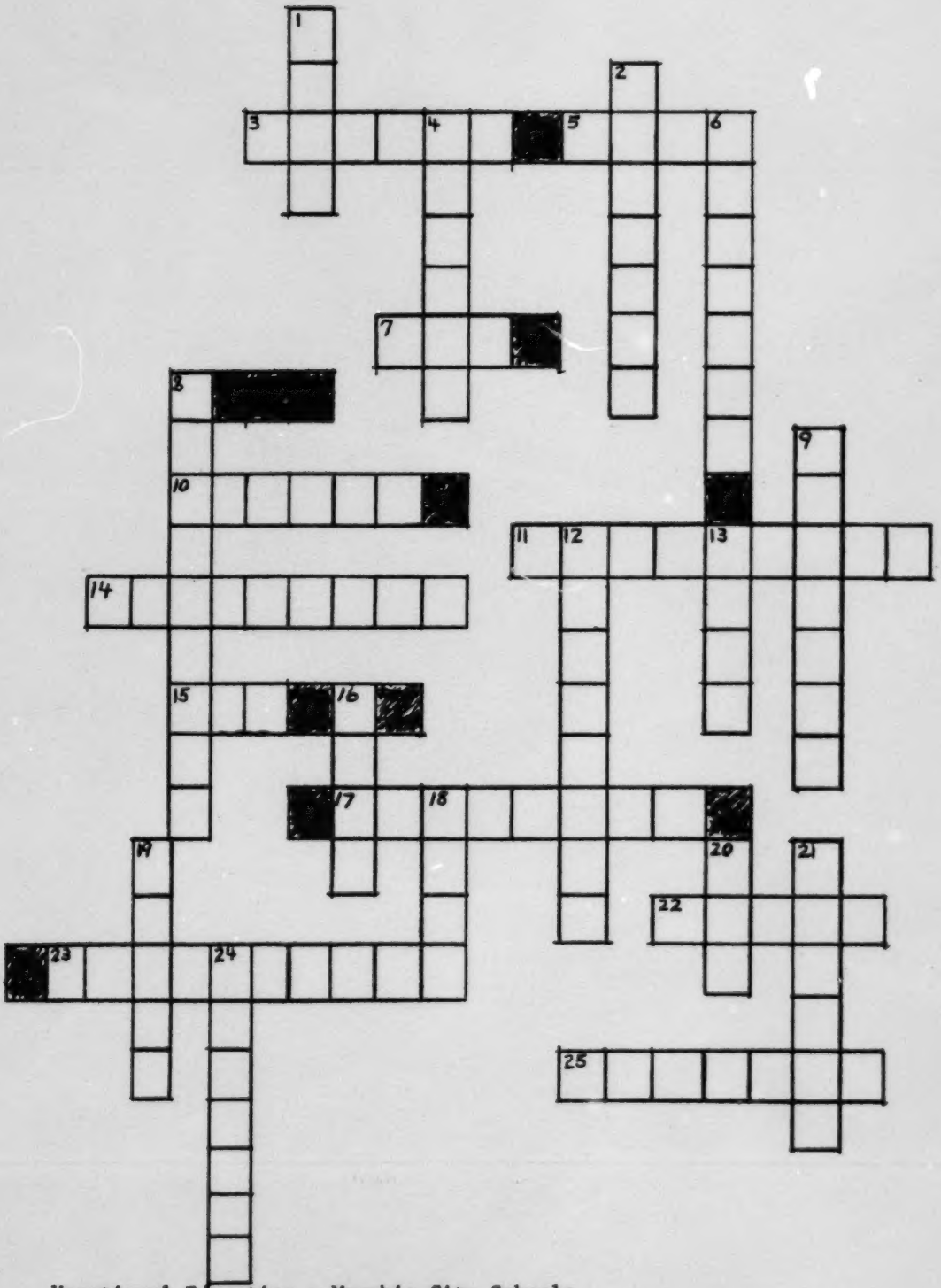
20. Abbreviation for salary

21. Only people with good reputations may be _____

24. A typed or written form showing items bought and prices for each item

MODULE II - LESSON VI (Cont'd)

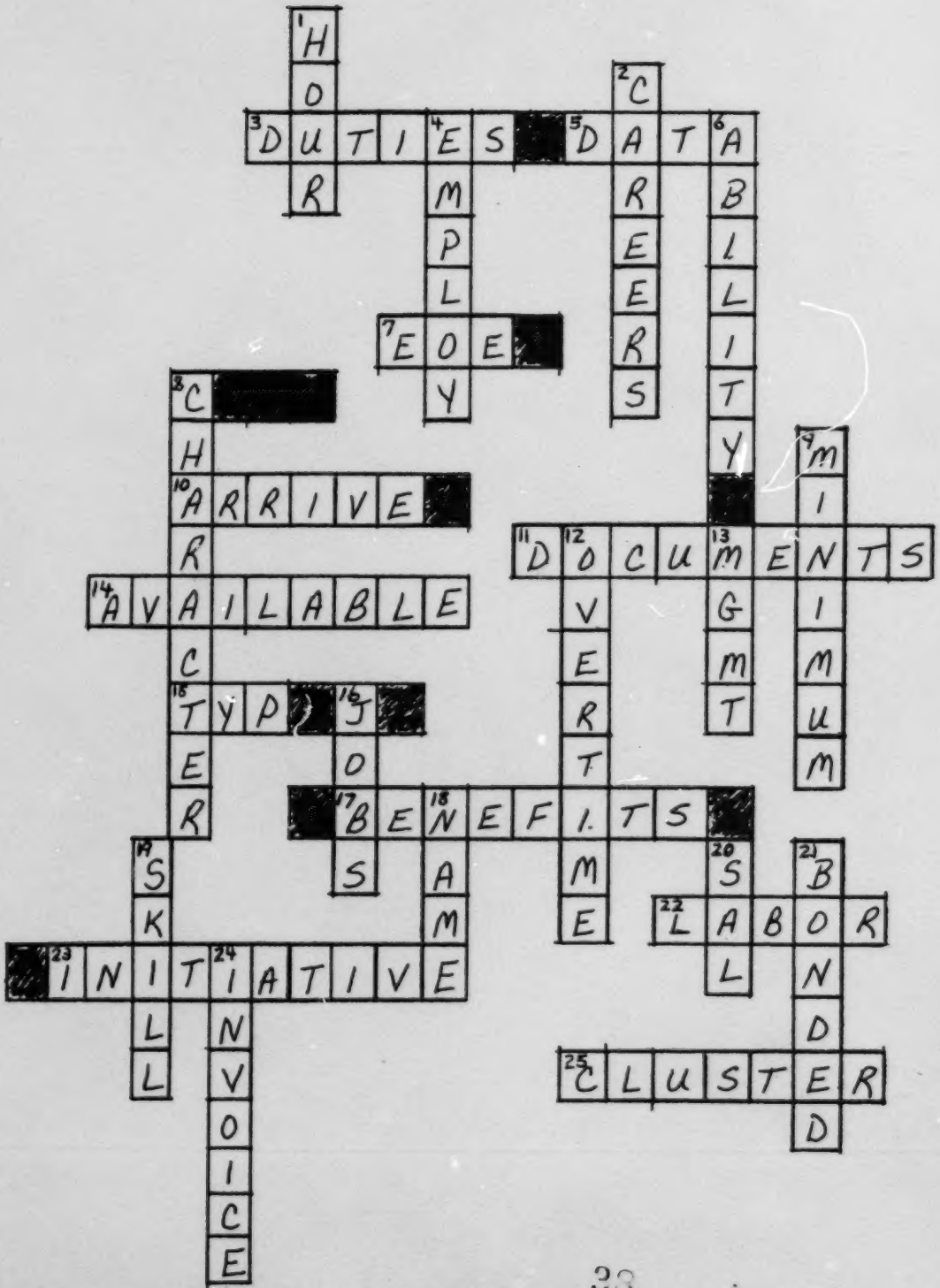
WORLD OF WORK CROSSWORD PUZZLE NO. 1



MODULE II - LESSON VI (Cont'd)

WORLD OF WORK CROSSWORD PUZZLE NO. 1

Answer Sheet


1 H O R
2 C R E E R S
3 D U T I E S
4 E M P L O Y E E
5 D A T A
6 A B I L I T Y
7 E O E
8 C H E R
9 M I N I M U M
10 A R R I V E
11 D O C U M E N T S
12 O V E R T I M E
13 M G M T
14 A V A I L A B L E
15 T Y P E R
16 J O B S
17 B E N E F I T S
18 N E A M
19 S K I L L
20 S A L A R Y
21 B O N D
22 L A B O R
23 I N I T I A T I V E
24 I N V O I C E
25 C L U S T E R

MODULE II - LESSON VI (Cont'd)

WORLD OF WORK CROSSWORD PUZZLE NO. 2

Across

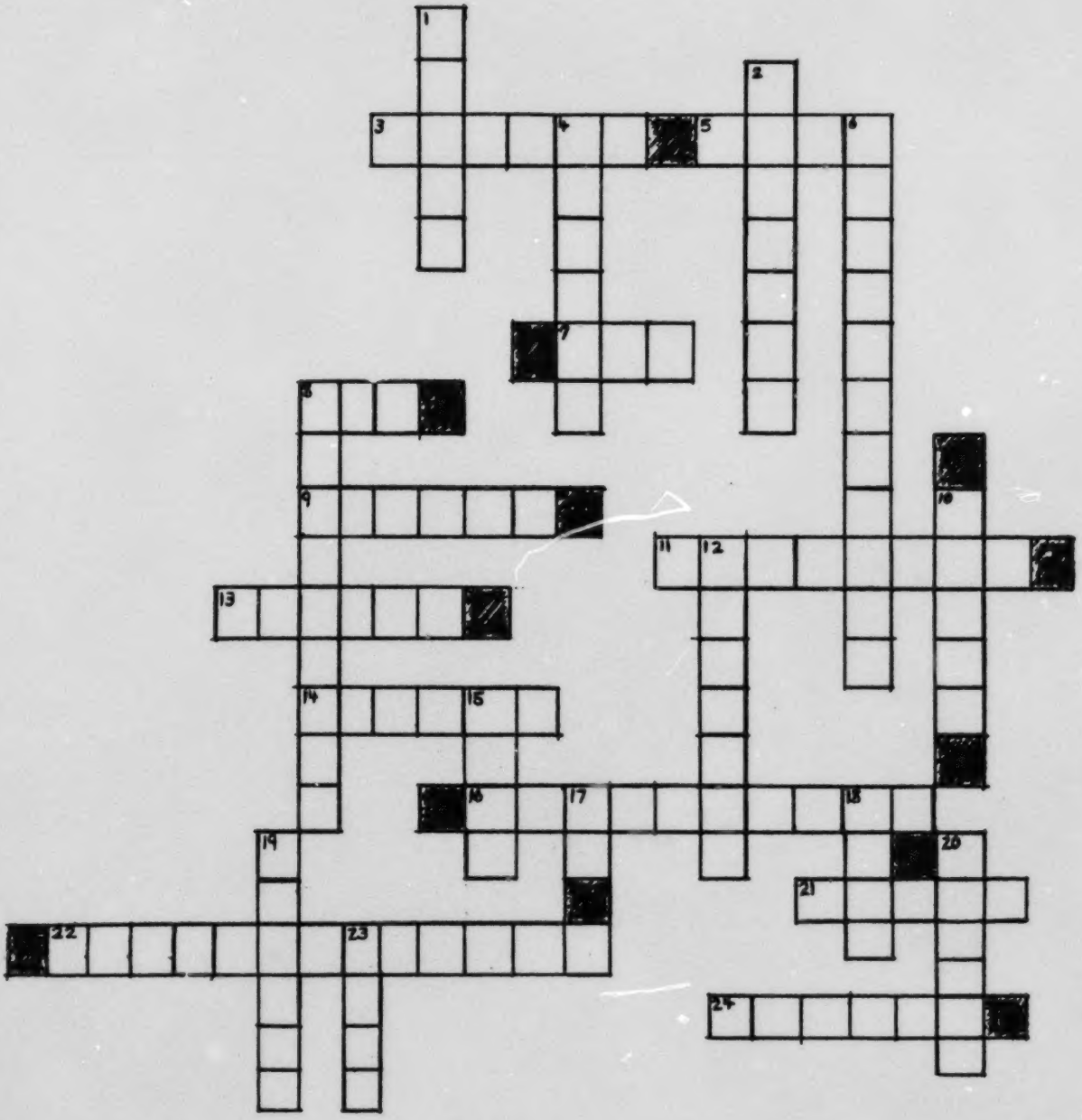
3. Wages for a certain time
5. A gentle person is usually _____
7. Abbreviation for minimum
8. Abbreviation for insurance
9. To check facts to see if they are alike
11. Office work
13. To be covered by a fidelity bond
14. Ofc. is the abbreviation for _____
16. Your first impression on an employer is made by your _____
21. One of the jobs in the clerical job cluster _____
22. Describes a punctual, trustworthy person
24. An orderly arrangement of correspondence in a file cabinet

Down

1. Abbreviation for transportation
2. Your employer _____ a letter for you to write in shorthand
4. A short report listing personal information
6. A written report of a particular job showing skills required and duties performed is a job _____
8. A list of things, interest, abilities
10. An ability used in a variety of jobs is a _____ skill
12. One of a typical duty for a typist is typewriting _____
15. To study for hours, the night before a test
17. Abbreviation for part
18. Abbreviation for college
19. To take out or subtract
20. A paid vacation is a _____ benefit
23. Another name for invoice

MODULE II - LESSON VI (Cont'd)

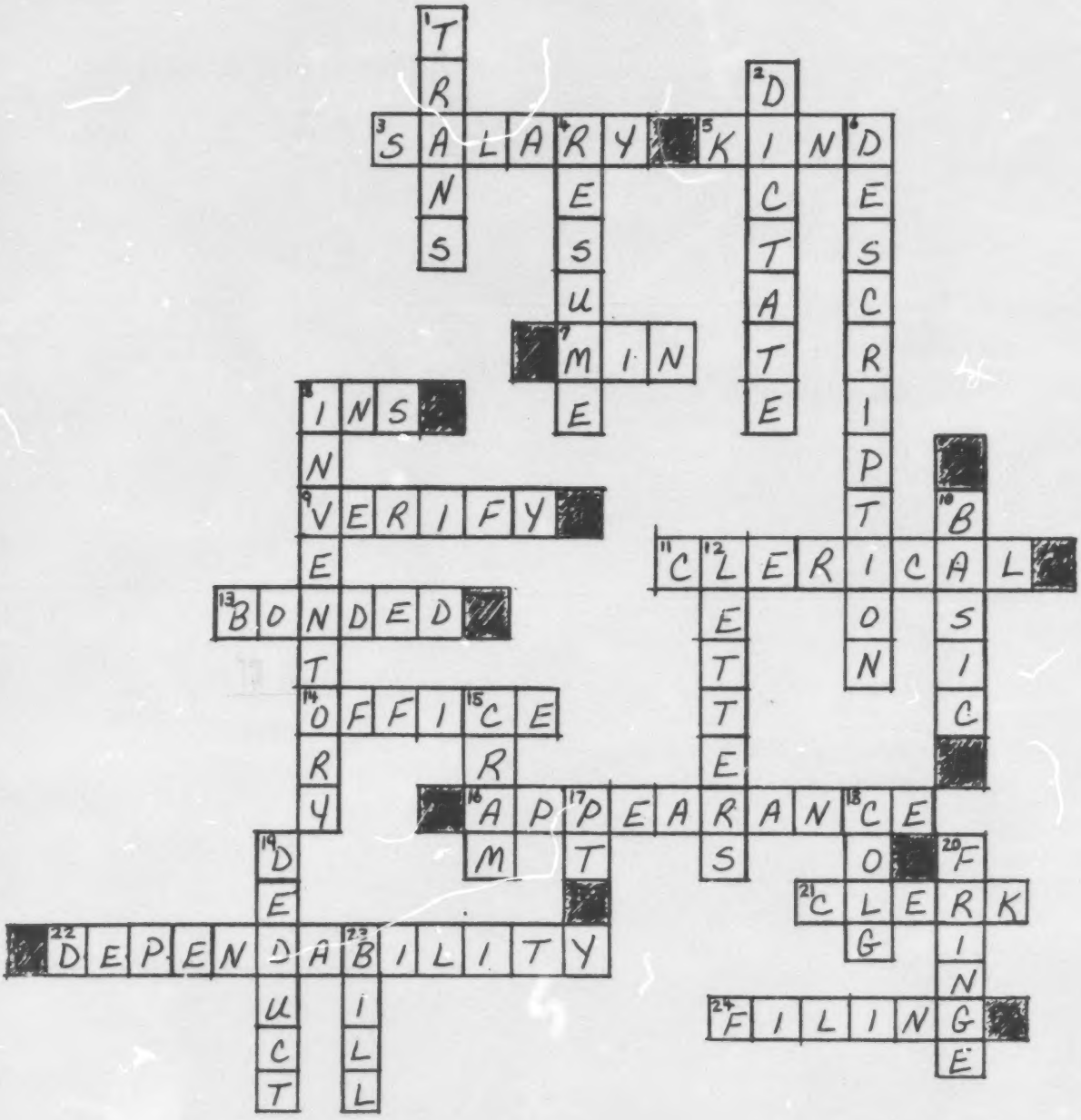
WORLD OF WORK CROSSWORD PUZZLE NO. 2



MODULE II - LESSON VI (Cont'd)

WORLD OF WORK CROSSWORD PUZZLE NO. 2

Answer Sheet



Failure and Success

There is an old saying which goes, "Nothing succeeds like success." Everyone wants to be a success, but few people realize that practically all successful people have failed somewhere along the way.

Because you have failed does not mean that you are a failure. Everyone is both a success and a failure in a lifetime.

One man ran for political office seven times and was defeated each time.

Another was 1 of 35 running for president of his freshman class and was eliminated on the first ballot.

A third man wanted to be a military leader or great statesman but he failed a military academy entrance examination three times.

A fourth person set the world's record in the number of times he struck out at bat in professional baseball.

Would you like to know who these men were? The politician who was defeated seven times was Abraham Lincoln. The one who wasn't elected president of his freshman class later became President of the U.S.A. - John F. Kennedy. The third man or the one who was refused entrance into a military academy was Sir Winston Churchill and the baseball "strike out king" was Babe Ruth. Certainly, we don't have to tell you that all of these men were successful men - despite their failures.

How does a person become successful? Each person in our world is unique and the meaning of success is different for each of us. And because each of us is different we must first try to know ourselves before we can determine if we are successful. How do we do this? Perhaps we can help through some exercises that we have developed for you. First, we would like to ask you some questions.

#1 - Questions Leading to Success

1. Do I have to make a lot of money to become successful?

2. Must I give to others to become successful?

3. Do I have personal weaknesses that I must overcome to become successful?

4. Must I always be receiving to become successful?

5. Are there other questions that I must answer before I can consider becoming successful?

MODULE II - LESSON VII (Cont'd)

6. What is my definition of success?

_____

_____

_____

7. What are two things that have happened to me that I consider successes?

a. _____

b. _____

#2 - Questions Leading to Failure

What is my definition of failure?_____

_____

What are two things that have happened to me that I consider failures?

1. _____

2. _____

What are some failures that have happened to me that I don't want to happen again?

_____

_____

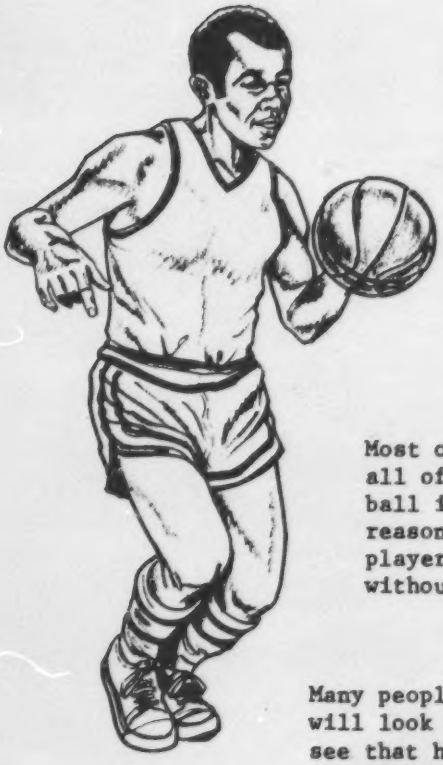
_____

Do you feel that having a "failing experience" means that you are a failure? Explain.

_____

_____

_____



MODULE II - LESSON VIII

Goals

Most of us enjoy going to basketball games and of course all of us know that the object of the game is to put the ball into the goal. Now let's suppose that for some reason the goal has been removed from the court, but the players have been instructed that they must play the game without the goal. Sounds ridiculous, doesn't it?

Many people go through life in much the same way. If you will look at the player at the top of the page you can see that he is working toward a goal. But what about the player at the lower right hand of the page?????? If we don't have a goal, we are not able to clearly visualize what we want to accomplish nor make a plan of action for this accomplishment. When we have a plan we are able to see where we are now, to recognize our goals and take steps to reach these goals.

How do we go about setting our goals and working toward them? The first thing that we are going to do is to help you to know more about yourself. We are going to help you to determine some of the things that you value. Unless you know what you value, it is very difficult for you to set goals for yourself.

LONG-RANGE GOALS

Sample 1

1. I want to become a director of a day care center.

2. I will become a director by (date)_____.

3. I am willing to sacrifice my time and money in order to accomplish my goal.

4. a) I will study at least 2 hours every night.
   b) I will earn good grades this year.
   c) I will read new materials concerning my career objectives in order to be current.
   d) While attending high school, I will apply for a part-time job in a day care center.
   e) I will work with the small children in my church.
   f) I will make good grades on my college entrance exams
   g) I will save my money in order to have the resources to accomplish my goals.

Sample 2

1. I want to own my own restaurant and will do so.

2. I will own this restaurant by (date)_____.

3. I am willing to give my time, effort, money, sincerity and other available resources to accomplish my goal.

4. a) I am presently enrolled in a Food Management Production and Services class.
   b) I will strive to learn everything possible in this course.
   c) While in high school, I will find a part time job in the foods industry.
   d) I will learn the basics of good business practices.
   e) I will save my money in order to go into this business.
   f) I will buy my restaurant.
   g) I will invest a great deal of my profit back into the restaurant.

MODULE II - LESSON VIII (Cont'd)

SHORT-RANGE GOALS

Look back at your "Long-Range Goals" and complete the following.

Sample 1

1. I will receive good grades in school.

2. I will receive good grades on (date)_____.

3. I will give my time, money, and other resources to accomplish my goal.

4. a) I will take required courses which are consistent with my career choice.
   b) I will do additional research work related to my career choice.
   c) I will prepare a schedule for myself in order to properly allocate enough time for homework, part time work and some social life.
   d) I will not waste my time and money.
   e) I will ask for additional help from my instructor, if necessary.
   f) I will make certain that I am learning everything possible in this area.

Sample 2

1. I will use my skills and knowledge to find a part time job in the foods industry.

2. I will accomplish this by (date) _____.

3. I will give my time, effort, money and other resources to accomplish my goal.

4. I will perform well in school and display a good attitude at all times. I realize that I will need to use my teachers as references.

5. I will fill out an application correctly along with letters of application, if necessary.

6. When hired, I will perform my duties well and be willing to do extra, if necessary.

MODULE II - LESSON VIII (Cont'd)

YOUR OWN GOAL

Now look back over your long and short range goals and in the space below, write a sample goal of your own. Be sure that your goal is one you really want to accomplish.

1. Your Goal.

_____

2. When do you plan to achieve your goal?

_____

3. What are you willing to give up to achieve this goal?

_____

_____

_____

_____

4. What is your plan of action for achievement of this goal?

_____

_____

_____

_____

_____

_____

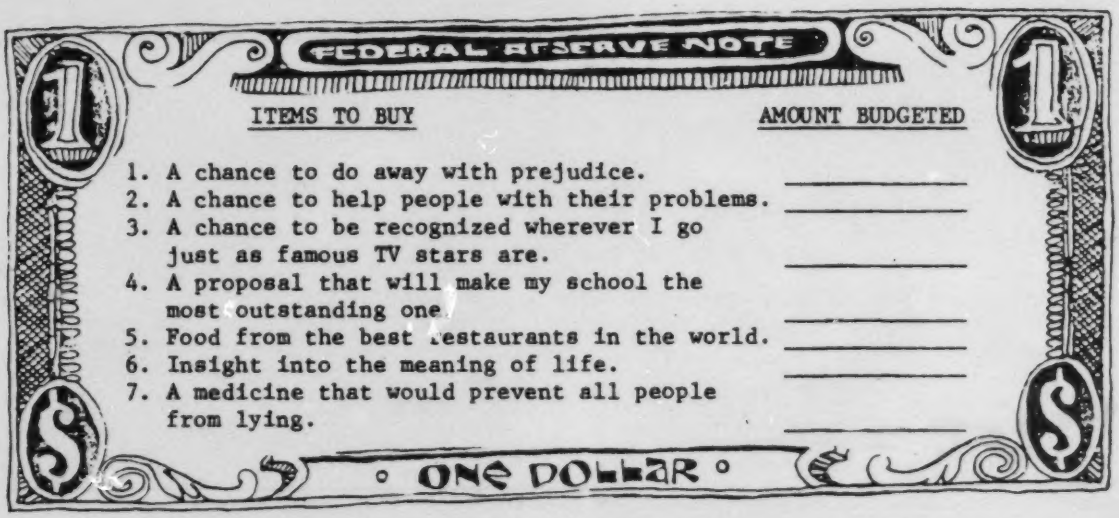
_____

MODULE II - LESSON IX

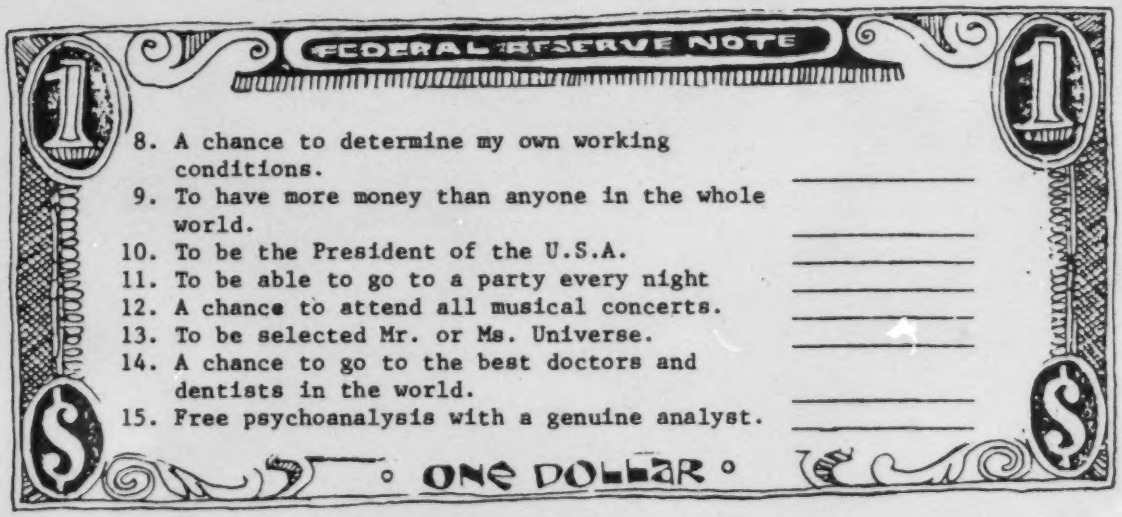
Values

Let's suppose that someone has given you $3,000 and a list of thirty-four items from which you may choose. Study this list carefully, and in the space on the right, write down how much money you would spend on one item. You must spend the entire $3,000 - no more or less. You may spend $1,000 on one item, $200 on another or the entire $3,000 on one item.

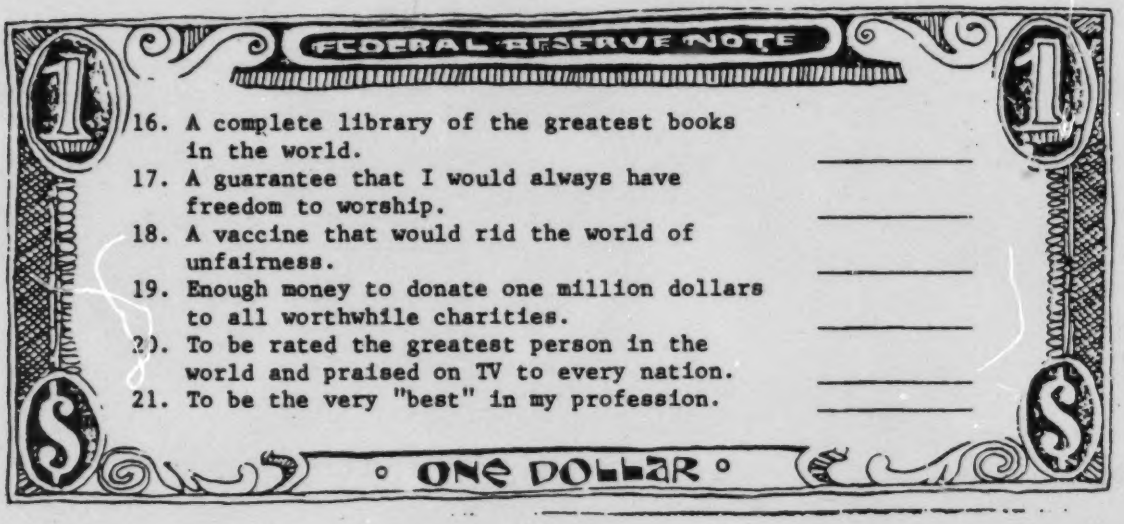
Don't receive help or advice from anyone. Remember, this is your money to spend in any way that you wish. After you have completed your spending, we will help you determine what it all means.



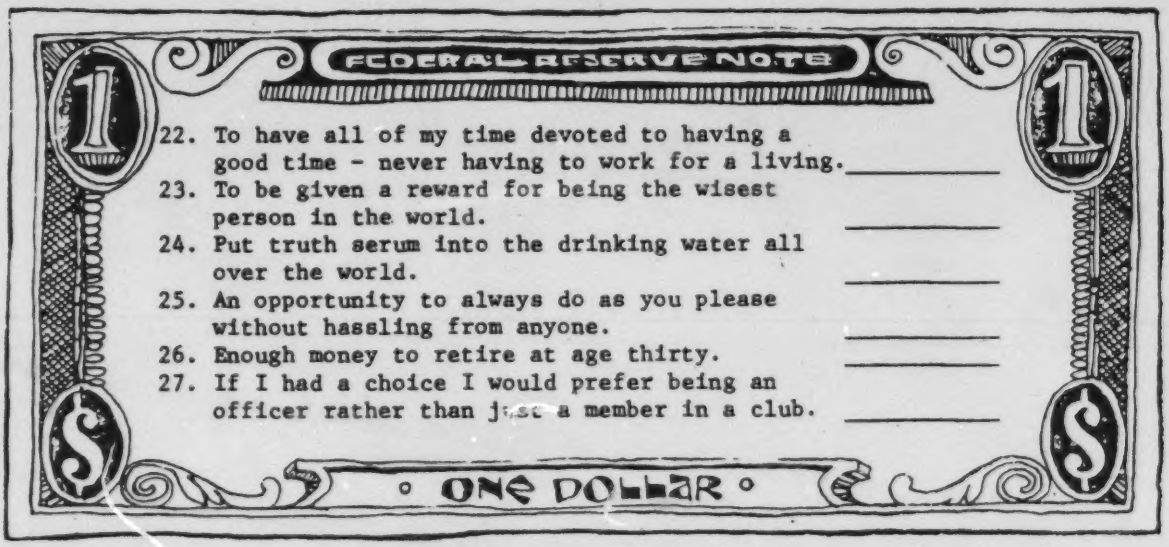
ITEMS TO BUY	AMOUNT BUDGETED
1. A chance to do away with prejudice.	
2. A chance to help people with their problems.	
3. A chance to be recognized wherever I go just as famous TV stars are.	
4. A proposal that will make my school the most outstanding one.	
5. Food from the best restaurants in the world.	
6. Insight into the meaning of life.	
7. A medicine that would prevent all people from lying.	



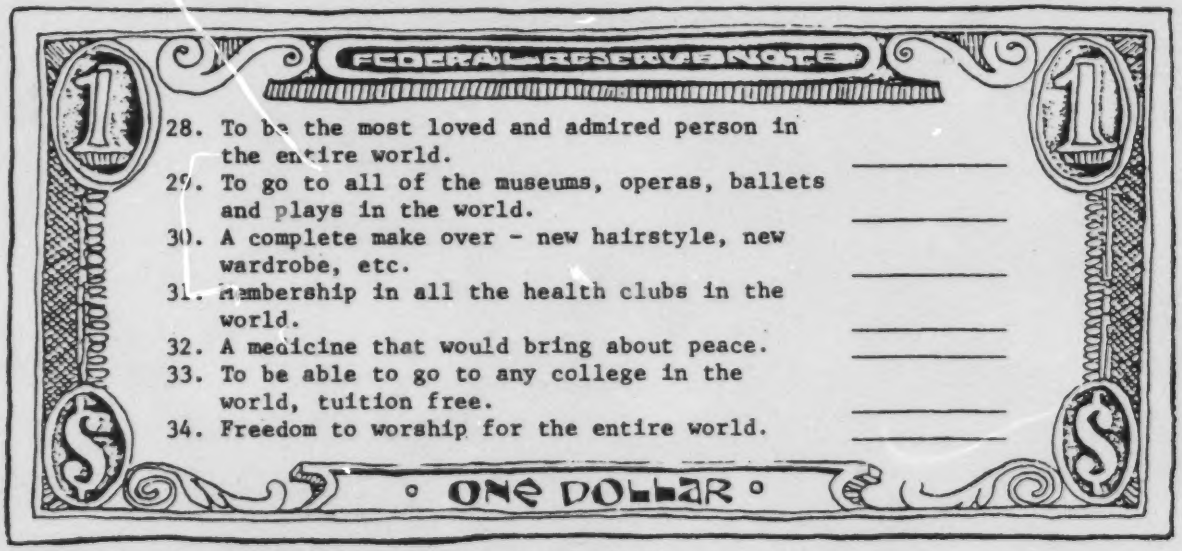
8. A chance to determine my own working conditions.	
9. To have more money than anyone in the whole world.	
10. To be the President of the U.S.A.	
11. To be able to go to a party every night	
12. A chance to attend all musical concerts.	
13. To be selected Mr. or Ms. Universe.	
14. A chance to go to the best doctors and dentists in the world.	
15. Free psychoanalysis with a genuine analyst.	



16. A complete library of the greatest books in the world. _____
17. A guarantee that I would always have freedom to worship. _____
18. A vaccine that would rid the world of unfairness. _____
19. Enough money to donate one million dollars to all worthwhile charities. _____
20. To be rated the greatest person in the world and praised on TV to every nation. _____
21. To be the very "best" in my profession. _____



22. To have all of my time devoted to having a good time - never having to work for a living. _____
23. To be given a reward for being the wisest person in the world. _____
24. Put truth serum into the drinking water all over the world. _____
25. An opportunity to always do as you please without hassling from anyone. _____
26. Enough money to retire at age thirty. _____
27. If I had a choice I would prefer being an officer rather than just a member in a club. _____



28. To be the most loved and admired person in the entire world. _____
29. To go to all of the museums, operas, ballets and plays in the world. _____
30. A complete make over - new hairstyle, new wardrobe, etc. _____
31. Membership in all the health clubs in the world. _____
32. A medicine that would bring about peace. _____
33. To be able to go to any college in the world, tuition free. _____
34. Freedom to worship for the entire world. _____

MODULE II - LESSON IX (Cont'd)

On which items did you spend the most money? After you have determined this, look at the key below and it will explain what your spending indicates about your values. We are suggesting some related career choices for you. Perhaps you and your teacher can add to our list.

1 and 18 — Justice (The Quality of Being Free.)
Career Choices: Social work, law enforcement, church related work, work in educational field.

2 and 19 — Humanitarianism (Regard for the interest of others)
Career Choices: Social work, church related work, work in educational and medical field, Counselor

3 and 20 — Recognition (Being made to feel significant and important)
Career Choices: Inventor, political work, drama, self-employment, sales, architect, athletics, craftsman, business

4 and 21 — Achievement (Accomplishment)
Career Choices: Inventor, sales, research, coaching, educational and medical field, self-employment, athletics, craftsman, legal and accounting profession.

5 and 22 — Pleasure (Satisfaction and gratification)
The trouble with having more leisure is that you have to work longer to pay for expensive hobbies. Pleasure costs money and money is made from work!!

6 and 23 — Wisdom (Insight, good sense, judgment)
Career Choices: Work in educational and medical field, business.

7 and 24 — Honesty (Straightforwardness, integrity)
Career Choices: Church related work, bank worker, law enforcement, bookkeeping, accounting.

8 and 25 — Autonomy (Ability to be independent)
Career Choices: Self-employment, professional person (doctor, dentist, accountant, and lawyer)

9 and 26 — Material Wealth (Abundance of material possessions)
When a person has an abundance of material possessions, it means that he has had to spend money to acquire these. Money comes from work and people who have an abundance of possessions have had to work many hours beyond the seven or eight hour day. If you value this highly, perhaps you should plan to work extremely hard and for many long days.

MODULE II - LESSON IX (Cont'd)

10 and 27 Power (Control and influence over others)
Career Choices: Political work, Maitre D', manager - any type of supervisory position, self-employment, foreman.

11 and 28 Love and Affection
Career Choices: Work in medical and educational field, church related work, social work and child care services, fine arts.

12 and 29 Aesthetics (Appreciation of beauty)
Career Choices: Art and music related work, journalism, floral, merchandising, landscaping, forester, carpenter, bricklaying, seamstress, worker in or owner of boutique shop.

13 and 30 Physical Attractiveness
Career Choices: Sales, fashion merchandising, seamstress, worker in or owner of boutique shop, modeling, health spas.

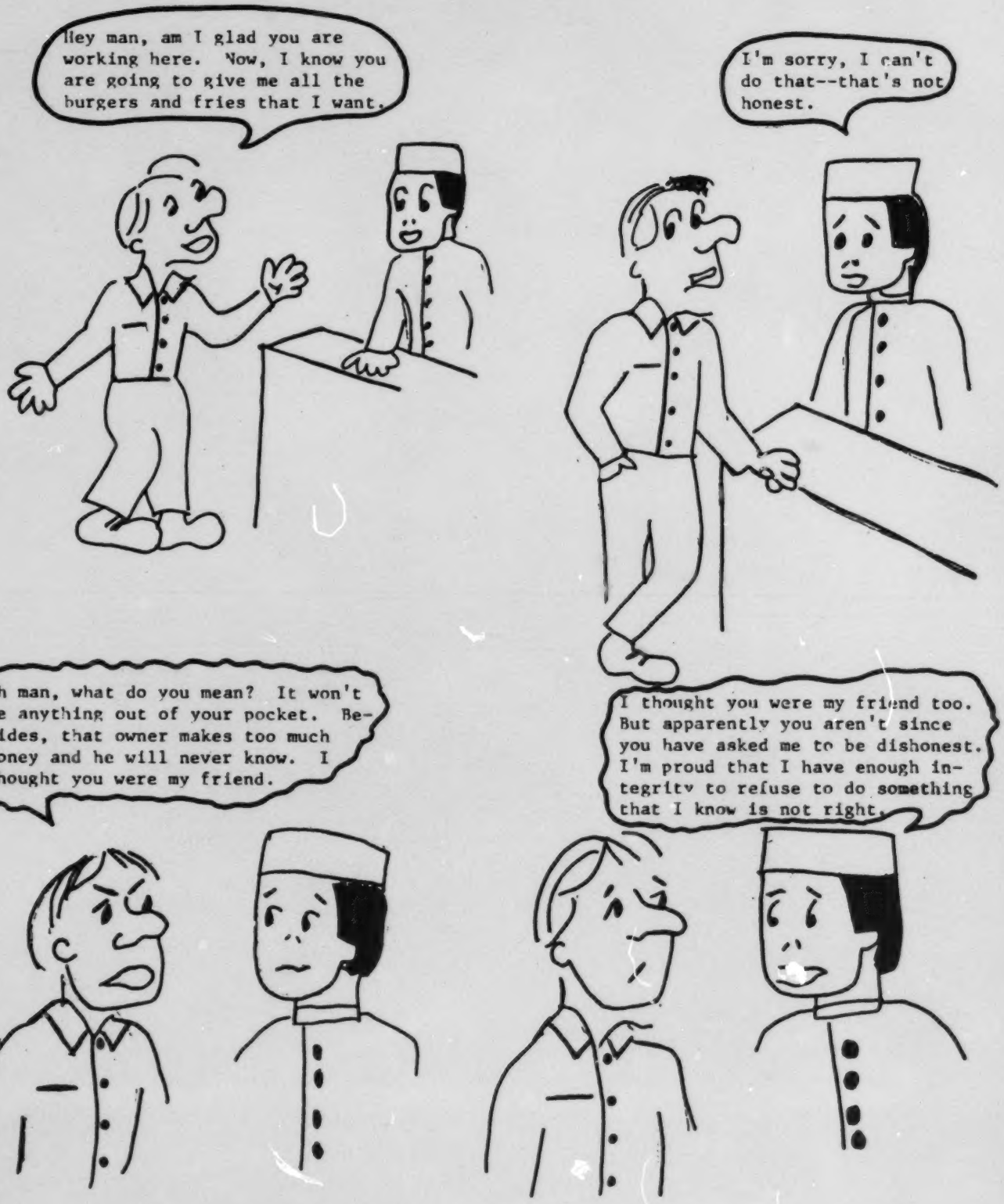
14 and 31 Health (Concern for health of own body)
Career Choices: Work in medical field, health spas, athletics, teaching.

15 and 32 Emotional Well Being (Peace of mind)
Any type of work in which you do a <u>good</u> <u>honest</u> day's work to the best of your ability.

16 and 33 Knowledge
Career Choices: Medical, educational and business field, church related work, professional areas.

17 and 34 Religious Faith
Any type of work which would require honesty and integrity. We have prepared a cartoon for you that will better explain the meaning of integrity.

MODULE II - LESSON X


Hey man, am I glad you are working here. Now, I know you are going to give me all the burgers and fries that I want.
I'm sorry, I can't do that--that's not honest.
Oh man, what do you mean? It won't be anything out of your pocket. Besides, that owner makes too much money and he will never know. I thought you were my friend.
I thought you were my friend too. But apparently you aren't since you have asked me to be dishonest. I'm proud that I have enough integrity to refuse to do something that I know is not right.

MODULE II - LESSON XI

Steps for Goal Achievement

Now that you are beginning to see what you value, it will be easier for you to determine your goals.

Think about the following statements:

1. "People don't plan to fail, they just fail to plan."

   What does this mean to you?

   _____

   _____

2. "It wasn't raining when Noah built the Ark."

   What does this mean to you?

   _____

   _____

Steps for Goal Achievement

1. Write Your Goal

   By doing this you will be able to clearly see what you want to accomplish.

2. Set A Date

   When a couple decides to marry they set a date for the ceremony and work toward that. Marriage is one goal, but there are many other goals. When we set dates, it helps us to work toward a goal and prevents us from putting things off. Setting a date is our first commitment toward achieving our goals.

3. What Are You Willing To Give Up?

   A famous man once wrote---"Luxuries make men weak; hardship and difficulties make men strong". In order to achieve a goal, you will have to be willing to sacrifice something. The more you want, the more you must be willing to give up. If you allocated quite a bit of your money to pleasure, material wealth, or physical attractiveness then you must be willing to give up quite a bit now in order to fully achieve your goal.

4. Develop Your Plans

   If a builder is going to build a house he must first have a plan. Your plan of action is to your goal as a blueprint is to a builder. Your plan of action allows you to see where you are now, to recognize your goal and to determine what steps you will have to take to reach your goal.

MODULE II - LESSON XI (Cont'd)

5. Write Your Plan

When you write your plan you are able to record your thoughts and ideas. You will be able to organize your goal, set the exact date, and determine what you will give up.

6. Read Your Plan Often

If you read your plan often you will be able to reinforce your desires and your beliefs.

Have you had other experiences that will help you set and achieve your goals?

_____

_____

_____

_____

Are there any additional procedures that you can add to the steps that we have just read and discussed?

_____

_____

_____

_____

MODULE II - LESSON XII

FAILURE AND SUCCESS

Hidden below in the puzzle is a list of words which describes most successful people. Words are listed horizontally, vertically or diagonally in either direction. Circle the words as you identify them in the puzzle.

Friendly	Efficient	Confident
Concerned	Tactful	Human
Creative	Cheerful	Honest
Happy	Pleasant	Wise
Trusting	Helpful	Stable
Popular	Outgoing	Empathetic
Positive	Ambitious	Nice

C	A	F	R	I	E	N	D	L	Y	B	H	C	D	E	F	G	C
O	R	H	I	J	F	K	L	M	N	O	O	U	P	Q	R	S	O
N	H	E	T	U	F	V	W	X	Y	Z	N	A	M	B	C	D	N
C	A	E	A	F	I	G	H	I	J	I	E	K	L	A	M	N	F
E	P	O	P	T	C	Q	R	S	C	T	S	U	V	W	N	X	I
R	P	Y	Z	A	I	B	C	E	D	S	T	A	B	L	E	E	D
N	Y	F	Z	H	E	V	I	J	K	L	M	N	O	P	Q	R	E
E	S	T	U	V	N	W	E	M	P	A	T	H	E	T	I	C	N
D	X	Y	T	Z	T	A	C	T	F	U	L	A	B	C	D	E	T
F	G	H	R	I	J	K	H	L	M	N	O	P	Q	P	R	S	T
P	O	P	U	L	A	R	E	U	V	W	X	Y	L	Z	A	B	C
O	D	E	S	W	I	S	E	F	G	H	H	E	L	P	F	U	L
S	I	J	T	K	L	M	R	O	P	Q	A	R	S	T	U	V	
I	X	Y	I	Z	A	B	F	C	D	S	E	F	G	H	I	J	K
T	L	M	N	O	P	Q	U	R	A	S	T	U	V	W	X	Y	Z
I	A	B	G	C	D	E	L	N	F	O	U	T	G	O	I	N	G
V	G	H	I	J	K	L	T	M	N	O	P	Q	R	S	T	U	V
E	W	X	Y	Z	A	B	C	A	M	B	I	T	I	O	U	S	D

MODULE II - LESSON XII (Cont'd)

FAILURE AND SUCCESS

Hidden below in the puzzle is a list of words which describes most successful people. Words are listed horizontally, vertically or diagonally in either direction. Circle the words as you identify them in the puzzle.

Friendly	Efficient	Confident
Concerned	Tactful	Human
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Happy	Pleasant	Wise
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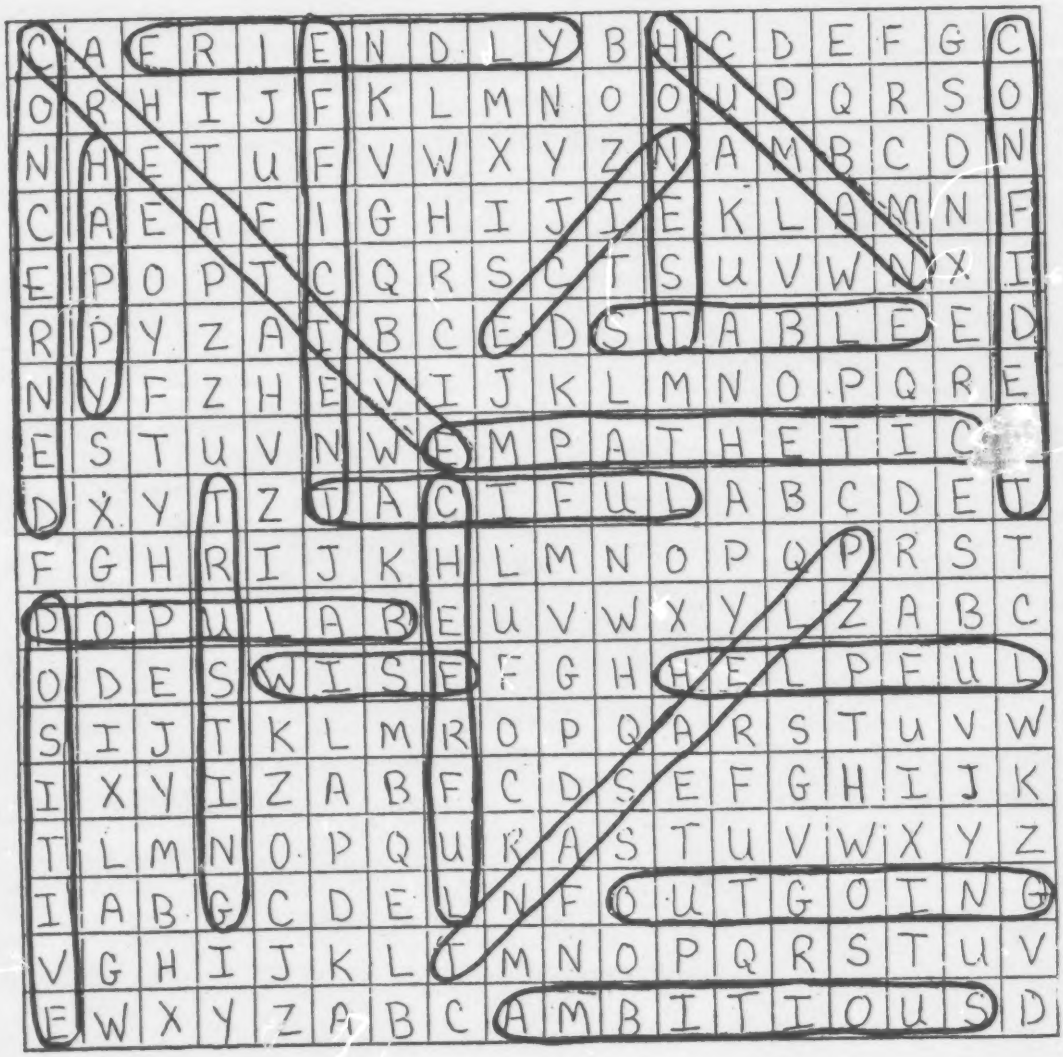
Positive	Ambitious	Nice


C A F R I E N D L Y B H C D E F G C
O R H I J F K L M N O O U P Q R S O
N H E T U F V W X Y Z N A M B C D N
C A E A F I G H I J I E K L A M N F
E P O P T C Q R S C T S U V W N X I
R P Y Z A I B C E D S T A B L E E D
N V F Z H E V I J K L M N O P Q R E
E S T U V N W E M P A T H E T I C
D X Y T Z T A C T F U L A B C D E T
F G H R I J K H L M N O P Q P R S T
P O P U L A R E U V W X Y L Z A B C
O D E S W I S E F G H H E L P F U L
S I J T K L M R O P Q A R S T U V W
I X Y I Z A B F C D S E F G H I J K
T L M N O P Q U R A S T U V W X Y Z
I A B G C D E L N F O U T G O I N G
V G H I J K L T M N O P Q R S T U V
E W X Y Z A B C A M B I T I O U S D

What Lesson Does This Teach?

There once was a student
Who had no "get up and go";
When the time came to set goals,
He set his very low.

The goal was so low
It wasn't hard to reach
He didn't work nor sacrifice;
No lesson did his life teach.

He stayed at the bottom,
No progress did he make,
And when others became successful;
He said, "I must have made a mistake!"

There was another student
Who set his goal too high.
No one could reach his goal--
Because it was as high as the sky.

He became very unhappy,
And made others miserable too.
His goal was beyond his reach
It was simply too hard to do!

Now this third student
Was as wise as could be,
He was heard to say,
"What is best for me?"

Some things I can do
Some I can not.
But I will strive to do my best,
Whatever be my lot.

He set his goals
Within his own reach.
He was happy and content,
What lesson does this teach???

JO M. GALLIMORE
1978

MODULE III

FINDING EMPLOYMENT OPENINGS

MODULE III

INTRODUCTION

Charity had been thinking about going to work for a long time. She couldn't wait until the time would come when she would finally be old enough. She had talked with her family and friends to see if they could help her decide what she should do and where she should go to look for openings.

One day when she went to her vocational class her teacher was teaching this very thing. How lucky she felt!!! She listened very carefully to her teacher. Charity was able to name nine sources of information on the test that followed.

You are going to be given a list of these nine sources and your teacher will discuss these with you. Perhaps you and your teacher can add even more sources. You will also be given an opportunity to mark names and locations of sources of help on a map.

OUTLINE

Finding Employment Openings

I. Sources of information
II. Bulletin board
III. Job Related Abbreviations

SUPPORTIVE MATERIALS

Lesson I - Sources of information (list)
Lesson II - Bulletin board
  A. Local map to mark names and location of sources of help
Lesson III- Job Related Abbreviations

MODULE III - LESSON I

SOURCES OF INFORMATION

A. School work experience and placement offices

B. Family and friends

C. Federal Job Information Center
(167 N. Main - 521-3956)

D. State Employment Office
(1295 Poplar - 726-0838) - for industrial employment
(43 N. Cleveland - 726-0838) - for professional and clerical employment

E. Newspaper ads

F. Direct calling

G. Labor unions

H. Church community service organization and Chamber of Commerce

I. Public Library - Good books to check out are:
Occupational Outlook Handbook and Occupational Outlook Quarterly - both publications of the U.S. Bureau of Labor Statistics
Job Guide for Young Worker - publication of the Bureau of Employment Security and the U. S. Employment.

J. Guidance Department

K. Company employment officers

L. Private employment agencies

M. Vocational teachers

LESSON II

BULLETIN BOARD

Local map to mark names and locations of sources of help.

MODULE III - LESSON III

JOB RELATED ABBREVIATIONS

1. acct. - account
2. adm.; admin. - administrative
3. ans. - answer
4. appl. - application
5. approx. - approximately
6. asst. - assist; assistant
7. attr. - attractive
8. ben.; bfts. - benefits
9. bkgd. - background
10. btw. - between
11. bldg. - building
12. bus. - business
13. c/o - care of; in care of
14. certif. - certification
15. clk. - clerk
16. co. - company
17. colg. - college
18. com.; comm. - commission
19. dept. - department
20. div. - division
21. dr. - doctor
22. drv. lic. - driver's license
23. EDP - electronic data processing
24. E.O.E. - Equal Opportunity Employer

MODULE III - LESSON III (Cont'd)

25. elec. - electric; electricity; electronics
26. eng. - engine; engineer; engineering
27. equip.; eqpt. - equipment
28. estab. - established
29. excel. - excellent; very good
30. exec. - executive
31. ex.; exp.; exper. - experience; experienced
32. f/pd. - fee paid
33. fee neg. - fee negotiable
34. flds. - fields
35. flg. - filing
36. furn. - furnished
37. gd. sal. - good salary
38. gen'l - general
39. hol. - holidays
40. hr.; hrly. - hour; hourly
41. hskpr. - housekeeper
42. immed. - immediate
43. ind. - industry
44. ins. - insurance
45. lab. - laboratory
46. lge. - large
47. loc. - location
48. lt. - light
49. m/f - male or female
50. M. thru F. - Monday through Friday

MODULE III - LESSON III (Cont'd)

51. maint. - maintenance
52. max. - maximum
53. mech. - mechanic
54. med. - medical
55. mfg. - manufacturing
56. mgmt. - management
57. mgr. - manager
58. min. - minimum
59. mo. - month
60. Mphs. - Memphis
61. nat. - national
62. nec. - necessary
63. nego. - negotiable
64. o/t - overtime
65. ofc. - office
66. oper. - operator
67. oppty - opportunity
68. perm. - permission
69. pers.; p'snl. - personal
70. pref. - prefer; preferred
71. prod. - production
72. prog. - program
73. pt. time - part time
74. qual. - qualified; qualifications
75. R. N. - registered nurse
76. rd. - road
77. rec. - record; receivable (may refer to accounts receivable clerk)

MODULE III - LESSON III (Cont'd)

78. recept. - receptionist
79. ref. - references
80. ref. req. - references required
81. rel. - reliable; relations (may show P/R for public relations)
82. rep. - representative
83. req. - required
84. rt. - route
85. sal. - salary
86. sec.; sec'y.; sect'y. - secretary
87. shhd. - shorthand
88. sm. - small
89. st. - start; starting
90. supv. - supervisor; supervisory
91. tech. - technician
92. temp. - temporary
93. trnee. - trainee
94. trans. - transportation
95. trk. - truck
96. typ. - typing
97. vac. - vacation
98. voc. - vocational
99. w/ - with
100. wk. - week
101. wkdys. - weekdays
102. wpm - words per minute
103. yrly. - yearly
104. yrs. - years

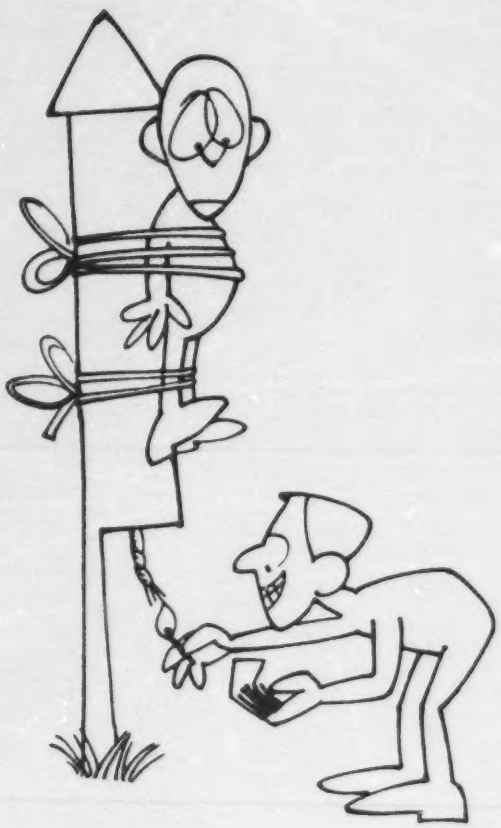
MODULE IV

LEGAL ASPECTS OF WORLD OF WORK

TIED DOWN IN RED TAPE ? ? ? ? ? ?

Social Security

Labor Laws



Taxes

MODULE IV

INTRODUCTION

Labor unions, workman's compensation, fringe benefits, labor laws, social security - they say I need to know all of these things before I go to work. I didn't know I needed a law degree - I just want a job. How will I ever learn the meanings of all of these things? ? ? ?

It is true that you need to know about these things, so guess what we will do. We are going to give you the same amount of help that we gave to Charity. Just bear with us - you might even have fun while you are learning!!!

OUTLINE

Legal Aspects of World of Work

I. Social Security
II. Taxes - local, state, federal
III. Workman's compensation
IV. Labor unions
V. Labor laws
VI. O.S.H.A.

SUPPORTIVE MATERIALS

Lesson I - Who Am I?
Lesson II - Who Am I?
Lesson III - Who Am I?
Lesson IV - Who Am I?
Lesson V - Labor laws
Lesson VI - O.S.H.A.

MODULE IV - LESSON I

Who Am I?

I am Mr. _____. I was born in 1935. Every major country has a program just like me. I won't come to your house unless you or a member of your family has worked. But when I do come to see you I am very nice. I do so many things for you. Some of them are as follows:

1. I pay old age benefits if you have worked a certain length of time.

2. If you become permanently or totally disabled I will pay monthly benefits for you and your dependents.

3. If you should die before you reach retirement age, I will pay monthly survivor benefits to your dependents.

If you would like to know more about me, you can call 521-1010. You can even get a card with my name and your name on it. You can get many free materials about me, too. Can you guess who I am?

MODULE IV - LESSON II

Who Am I?

I am Mr. _____. I was born in the 1800's and I have become one of the most important economic forces in the world. I am strongest when I am in the fields of construction, entertainment, manufacturing, mining, printing, publishing and transportation. In general, agricultural workers and "white-collar" employees in such fields as banking, finance, and insurances have little to do with me. About one-third of the workers in the U.S. belong to me.

I have two names - craft and industrial. My craft children may work in many different industries. My industrial children work in certain industries. They work in different jobs in the industry, but I still take care of all of them.

Just as you are made of different cells, I am made of different levels - the local, the national or international and the federation.

My main purpose is to bargain with your employers for better working conditions and wages. Do you know who I am?

MODULE IV - LESSON III

Who Am I?

I am Mr. _____. I was born in Germany in 1883. Then I moved to Maryland, U.S.A. in 1902, but the Supreme Court of the United States declared me and other acts of that decade unconstitutional. Congress came to my aid in 1916.

Employers bear the entire cost of me, except in a few states where workers contribute small amounts. Different states say different things about me. My laws differ widely in provisions and administrations.

In general, I provide compensation and medical care for injured workers and death benefits and pensions for the dependents of workers killed on the job. Some states provide training in new jobs for workers who can not continue in their old work because of injuries. I don't take care of most farm workers and domestic workers. Do you know who I am?

MODULE IV - LESSON IV

Who Am I?

I am Mr. _____. I am very, very old. In fact, I am as old as government. Many, many years ago, I was paid in goods rather than money. At that time they called me payment in kind. I have given problems to every stage in the development of government. They use me throughout the world and I am even classified into direct and indirect. I can be found practically everywhere today, but there was a time when I was not so well known.

One of the first places that I appeared was on people's property. Since then, they have placed my name on liquor, tobacco, car license and many more. People even have to pay me in order to go hunting and fishing. When a person dies and leaves some property, the people who inherit the property have to pay me.

I am extremely wealthy because so many people make payments to me. I am not very popular. Most people don't like me because they think that I take their money away from them.

I really do many good things and some people just wouldn't pay me if I didn't take their money. I don't blame them for being concerned about the way I am used, because they do work very hard for me.

I have several different names and I go many places. My federal name goes to department expenses, public works, social security, agriculture and protection. My state name goes to buildings and highways, schools and libraries, protection and charity. My local name goes to education, police, fire and water, and roads and streets.

I hope that you will learn to like me because I will probably be around for a long, long time. Can you guess who I am?

P.S. There are many things that I didn't tell you about myself. Why don't you look me up in the encyclopedia and find out more?

MODULE IV - LESSONS V & VI

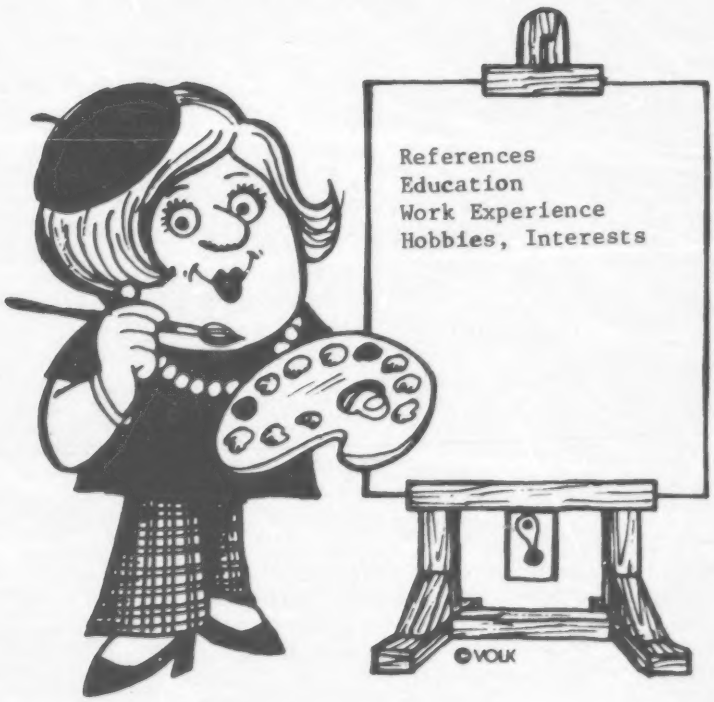
Labor Laws & O.S.H.A.

Two other characters belong in this family and you are going to have the opportunity to gather information about them. The first one is Mr. Labor Laws and you may call the Tennessee Department of Labor (534-6236) and get the scoop on him. The second is Mr. O.S.H.A. This means Occupational Safety and Health Act. You can find out more about him by calling (534-6236).

P.S. After you have obtained the needed information, why don't you write a "Who Am I" about Mr. Labor Laws and Mr. O.S.H.A.???

MODULE V

BUILDING A RESUME



MODULE V

INTRODUCTION

Collecting data, resumes, personal data sheets, personal information sheets, qualifications brief - there they go again with all of those words. They just seem to want to confuse me. Why are all of these things so important? Besides, I thought they all meant just about the same thing!!!

Maybe we can help. We realize that it all can be very confusing, but there is a good reason that we are asking you to do this.

Let me try to explain. Many years ago America was what we call a rural society. Practically everyone knew everyone else. They knew about each other's characters, interests and hobbies, abilities, capabilities and education. America is now considered an urban society because so many people have moved to the city. People are very busy today - things are happening so fast and we just don't have as much time as we once had.

The information that you collect is just a quick way of telling prospective employers something about yourself. You are going to have the opportunity to collect your data, write a qualifications brief and a resume for yourself. We are going to give you a copy of the ones that Charity prepared for herself. Good Luck!!!

OUTLINE

Building A Resume

I. Collecting data
II. Qualifications brief
III. Resume
IV. Sample Resume (Mary Ann Brown)

SUPPORTIVE MATERIALS

Lesson I - Lost and Found
Lesson II - Qualifications brief (Sample)
  A. Completing your qualifications brief
Lesson III - Resume (Sample)
  A. Completing your resume
Lesson IV - Sample Resume (Mary Ann Brown

MODULE V - LESSON I

Lost and Found

Have you ever lost something that was valuable to you such as a class ring? Remember that feeling of frustration you experienced until you found it.

Many people have the same feeling when they start searching for jobs for themselves.

We are going to give you some help with your job search and we hope that you will have found it when you complete the exercise. Answer as carefully and completely as you can, no matter how unimportant it may seem to you.

I. List all of the compliments that you have had about yourself or your work.

a. _____ c. _____

b. _____ d. _____

e. _____

II. Name any type of work that you have ever done in the past at home, at school, or elsewhere. You can include work for which you were not paid such as babysitting your small sister.

a. _____

b. _____

c. _____

d. _____

e. _____

III. Name your best courses in school, including those in which you made your best grades.

a. _____ c. _____

b. _____ d. _____

e. _____

IV. Name school activities that you really enjoyed and any of your accomplishments.

a. _____ c. _____

b. _____ d. _____

e. _____

Lost and Found (cont'd)

V. Read all of the statements below and check the ones which fit you best.

a. I would like to work

_____ outdoors

_____ indoors

_____ both

b. I would like a job requiring

_____ physical work

_____ brain work

_____ both

c. I like to

_____ work alone

_____ work with a small number of people

_____ work with a large number of people

_____ work with details

_____ learn new things

_____ keep busy

_____ take long breaks

_____ keep things in order

_____ help others

d. I have

_____ a good sense of humor

_____ a strong sense of responsibility

_____ the ability to make friends easily

_____ a cheerful outlook

Lost and Found (Cont'd)

e. I am

_____ neat in my work

_____ a quick learner

_____ good in English

_____ good in math

_____ careful to follow directions

_____ easy to get along with

_____ cooperative

_____ good with my hands

_____ willing to do extra work

_____ self-disciplined

f. I want to

_____ travel

_____ get more training after work hours

_____ do good work for my employer

_____ do just enough work to get by

_____ help my family

_____ help other people

MODULE V - LESSON II

Sample Qualifications Brief

Charity Hope
820 Serene Street
Memphis, TN 38104
Telephone: 272-6399

Applying for:

Child Care Aide with an organization looking for a dependable, hard working employee.

Education:

Will graduate from Northside High School in May. Best subjects: Home Economics -- 2 years Care and Guidance of Children, Art.

Work Experience:

In school, chairman of group to make lab coats for trainees. Senior year was in charge of graduation program for children. Experiences with pre-school children through operation of day-care center at school. Completed 45 hours on-job-training at:

Peter Pan Day Care Center
123 Lucky Lane
Memphis, TN 38103
Telephone: 525-6321

President of FHA - Secretary of HERO

Part time and summer baby-sitting work for people in neighborhood. Made enough money to buy fabric for all of own clothing.

At home, made draperies for own room. Took care of small sister when mother had to be away at work. Did major housecleaning chores and cooking. Learned how to organize and work fast to get these chores done.

At church, was chairman of all bulletin boards. Received many compliments on ideas and work that was done.

Other Qualifications:

Love children -- make friends easily, energetic — don't mind hard work -- always on time -- learn fast -- neat work habits — good in art.

Personal:

Born June 3, 1960. Single, 5'3", 105 lbs. Part of earnings help support family.

MODULE V - LESSON II

Qualifications Brief

Name:
Address:
City & State: Zip Code:
Telephone:

Applying for:

Education:

Work Experience:

Other Qualifications:

Personal:

Date of Birth -
Height - Weight -
Other:

MODULE V - LESSON III

Resume

Charity Hope
820 Serene Street
Memphis, TN 38104
Telephone: 272-6399

Job Objective - Child care aide, Never Cry Day Care Center

Work Experience - Peter Pan Day Care Center
123 Lucky Lane
Memphis, TN 38103
525-6321

45 hours on-job-training

Education - Senior at Northside High School, will graduate in May.

Extracurricular Activities - President of FHA; Secretary of HERO; National Honor Society Member; Church choir member; Outstanding Art Student Award.

Hobbies - Sewing, drawing, singing.

Personal References - Mrs. Evelyn Holmes,
Teacher
Northside High School
1212 Vollentine
Memphis, TN 38107
278-4527

Mrs. Josie Jones,
Teacher
5221 Glenwood
Memphis, TN 38117
682-6399

Mr. Saul Woodwin,
Principal
Northside High School
1212 Vollentine
Memphis, TN 38107
278-4527

MODULE V - LESSON III

Completing Your Resume

Your name:
Your street address:
City, State, zip:
Your telephone:
(or one where you may be reached)

Job Objective:
(job for which you are applying)

Work Experience:
(Most recent job first)

Education:

Extracurricular Activities:

Personal Data:

References:
(Be sure to ask permission before you use someone for a reference - don't use relatives - give someone who will speak well of you)

Charity had a friend, Mary Ann Brown, who had taken V.O.E. Perhaps you would like to see a copy of her resume.

MARY ANN BROWN

Resume'

Position desired: Receptionist

123 Wheat Road
Memphis, TN 38128
Telephone: 373-4566
Age: 17
Health: Excellent
Height: 5'3"
Weight: 115

EDUCATION

High School: Northside High School
Degree Received: Diploma, upon graduation in May, 1979
Major: Business
Business Subjects: Typewriting I, Advanced Typing and Office Machines, Bookkeeping I, Consumer Economics, VOE I
Developed Skills: Typing, (speed, 50wpm), vocational typing production, calculating machines, completing business forms, filing, mailing, letter composition, proofreading, communications.

ACTIVITIES

Class Treasurer, 1975
Student Council representative
Class representative-3 years
OEA Club: Reporter, 1977;
attended Leadership Conference

Pep Club-2 years
S.S.S. Club-3 years
Guidance Office Assistant
Assistant Principal's
Office Assistant

All of these activities developed leadership qualities, a sense of responsibility and the opportunity to work with people.

EXPERIENCE

Santa Claus' hostess
Raleigh Springs Mall
Memphis, Tennessee

Regular babysitter
Mr. Joe Cox
423 Shady Lane
Memphis, Tennessee

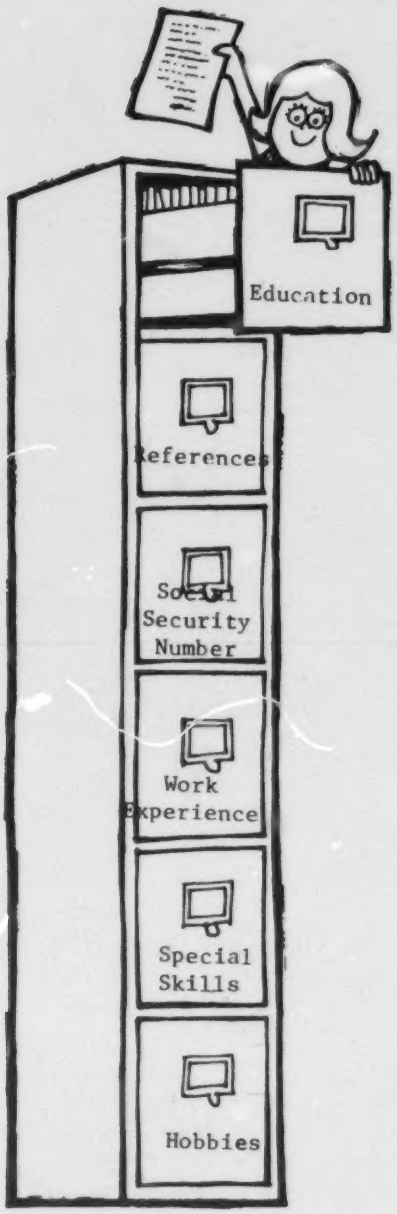
REFERENCES (by permission)

Mrs. Sarah Gray
Business Department
Northside High School
123 Jackson
Memphis, Tennessee

Mrs. Catherine Smith
Guidance Counselor
Northside High School
123 Jackson
Memphis, Tennessee

MODULE VI

FILLING OUT AN APPLICATION



OUTLINE

Filling Out An Application

I. Correct Procedure

II. References

SUPPORTIVE MATERIALS

Lesson I - Correct Procedure
- A. Rules - regulations of an application
- B. Sample application form
- C. Practice application form
- D. Let's Pretend
- E. Application for employment
- F. Letters of application

Lesson II - References
- A. Sample reference form
- B. Sample reference letter
- C. Sample reference reply

MODULE VI

INTRODUCTION

Do you remember when we were talking about graduation? What were some of the questions that came to your mind when you were thinking about buying that outfit?

Charity had several things to consider when she was selecting her dress. She had a limited amount of money to spend; therefore, she wanted to get the very best "buy" in town. What style should it be? Would it go well with the accessories that she already had? Would it be versatile? Would it be unique, or would several other people have one just like it?

Just as you and Charity are concerned about your clothing for a certain event, employers are concerned about their employees. Employers are in business to make a profit and they are "shopping" for a person who will help their businesses become more profitable. Remember they, too, have a limited amount of money to spend on one employee, just as Charity had for one dress. They want to know how neat a person is (they can usually start determining this by the manner in which an application is completed). They want to know if this person will work well with the other employees. They are interested in this applicant's personal characteristics - will they be unique in any way?

Just as you and Charity shop at several different places in order to get the very best for your money, employers consider several different applications before they make their decisions.

Your application is your first chance to make a good impression on that employer. We know that you want to be able to complete one perfectly; therefore, we are going to give you a copy of "Rules and Regulations for Filling Out an Application." Your teacher will discuss these with you. After you have discussed these you will get to practice completing the same application that Charity had. Perhaps you or your teacher will be able to get additional applications for more practice.

You may at some time, need to write a letter of application. We are going to show you a sample of the letter that Charity wrote when she was applying for her job. Why don't you look in the classified ads, find a job which interests you, and write a letter of application? Your teacher can help you compose your letter and then grade it for you.

MODULE VI - LESSON IA

Rules and Regulations of an Application

1. Carry two pencils, two black pens and a good eraser. Never use a red, green or purple pen.
2. Read the entire application before writing anything.
3. If the application instructs you to print in ink, please do so. If it doesn't tell you whether to print or write, you may choose. Always write your signature at the end of the application (don't use a nickname).
4. Ask questions if you don't understand.
5. Your application must be complete - answer everything that applies to you (if a question does not apply, you may write N.A. meaning not applicable).
6. Be sure to include your zip code with your address.
7. Try to spell correctly (if you aren't sure about a word use another word that has the same meaning. You may want to carry a pocket size dictionary with you.)
8. The question on place of birth means the city and state in which you were born - not the name of the hospital.
9. Have a list of all of the schools that you have attended and the dates of attendance.
10. Have a record of your work experience and the dates of employment. You also need the addresses and phone numbers of former employers.
11. If you have a private phone number, give a number where you can be reached. (Remember, they can't call you for a job if you don't give them a number.)
12. Carry your qualifications brief or resume with you. Be sure that it is neatly typed.
13. The question on occupational objective (or job preference) simply means the job for which you are applying such as child care aide.
14. Marital status means whether you are single, married, divorced, or widowed.
15. Spouse means husband or wife.
16. Maiden name means your last name before you were married.

P. S. Don't eat or drink while completing an application. Remember, your application is all that speaks for you after you have gone, and a dirty or greasy application doesn't speak too well of you.

MODULE VI - LESSON IB
Sample Application Form

NEVER CRY DAY CARE CENTER
231 Cooper Avenue
Memphis, TN 38104
Application Form

Instructions: This form is to be printed in ink and signed in the space provided at the bottom of the page.

I. Personal Data

Name Hope (Last) Charity (First) none (Middle) - (Maiden) Date of Application Jan. 26, 1978

Address 820 Serene Telephone No. 272-6399

Date of Birth 6 (Month) - 3 (Day) - 1960 (Year) Place of Birth Memphis, Tenn.

Nationality American Sex M ___ F ✓ Height 5'3" Weight 105 lbs.

General Health Last Two Years excellent

Marital Status - Circle one (S) M W D Soc. Sec. No. 000-00-0000

Name of Spouse (Husband or Wife) N.A.

Where Employed (Husband or Wife) N.A.

Names of parents Mr. + Mrs. R.L. Hope (Robert L. - Katherine A.)

Where Employed Father - EMCA Truck Lines - Mother - IM Co.

II. Occupational Objective Child Care Aide

III. Educational Preparation

	Name of School and State	Dates Attended From	To	Highest Grade or Level Completed	Year of Graduation
Elementary	Springdale, Tenn	1966	1972	6th	
Jr. High	Cypress, Tenn.	1972	1975	9th	
High School	Northside, Tenn	1975	1978	12th	1978
College or University					
Voc. School					
Special Courses					

Vocational Education - Memphis City Schools

IV. Additional Personal Data

1. Of what organizations are you a member? FHA/HERO

2. Name other extracurricular activities in which you have participated FHA Pres., HERO secy., Nat'l Honor Soc., Chair, Art Award

3. Do you have your own means of transportation? (Check one) yes ✓ no __

4. What was the cause of leaving your last position? Completed Training

5. In the event you are employed, give name, address, and phone number of person to notify in case of emergency.

Name	Address	Phone No.
Katherine Hope	456 Pope	727-0000

6. May we contact your last or present employer: (Check one) Yes ✓ no __

7. Date available for employment June 5, 1978

8. How many weeks notice do you need to give your present employer? N.A.

9. Have you ever filed a written application with the Never Cry Day Care Center before? (Check one) yes ___ no ✓

V. Previous Work Experiences

Employer(s) Name	Employer(s) Address	Type of Work	Date From	Date To
1. Peter Pan Day Care Center	123 Lucky Lane Memphis, Tenn.	45 hrs. OJT Child Care Ser.	11-77	12-15-77
2.				
3.				
4.				

VI. References - Name at least 3 people who are not related to you:

Name	Address	Title
1. Mrs. Evelyn Holmes	1212 Vollentine Mphs., Tenn. 38107	Teacher
2. Mrs. Jane Doe	2686 Pampas Trail Mphs, Tenn. 38106	Teacher
3. Mr. Saul Woodwin	1212 Vollentine Mphs. Tenn. 38107	Principal

A false answer to any of the above questions may invalidate this application.

Signed Charity Hope

Return to: Mrs. Joy Ann Peace
Personnel Director
Never Cry Day Care Center
231 Cooper
Memphis, TN 38104

MODULE VI - LESSON IC
Practice Application Form

NEVER CRY DAY CARE CENTER
231 Cooper Avenue
Memphis, TN 38104
Application Form

Instructions: This form is to be printed in ink and signed in the space provided at the bottom of the page.

I. Personal Data

Name_____ Date of Application_____
Last First Middle Maiden

Address_____ Telephone No._____

Date of Birth_____ Place of Birth_____
Month Day Year

Nationality_____ Sex M___F___ Height_____Weight_____

General Health Last Two Years_____

Marital Status - Circle one S M W D Soc. Sec. No._____

Name of Spouse (Husband or Wife)_____

Where Employed (Husband or Wife)_____

Names of Parents_____

Where Employed (parents)_____

II. Occupational Objective_____

III. Educational Preparation

	Name of School and State	Dates Attended From	To	Highest Grade or Level Completed	Year of Graduation
Elementary					
Jr. High					
High School					
College or University					
Voc. School					
Special Courses					

IV. Additional Personal Data

1. Of what organizations are you a member?_____

_____

2. Name other extracurricular activities in which you have participated

_____

3. Do you have your own means of transportation? (Check one) yes__no__

4. What was the cause for leaving your last position?_____

5. In the event you are employed, give name, address, and phone number of person to notify in case of emergency.

_____ _____ _____
Name Address Phone No.

6. May we contact your last or present employer? (Check one) yes__no__

7. Date available for employment_____

8. How many weeks notice do you need to give your present employer?___

9. Have you ever filed a written application with the Never Cry Day Care Center before? (Check one) yes___no___

V. Previous Work Experiences

Employer(s) Name	Employer(s) Address	Type of Work	Date From	Date To
1.				
2.				
3.				
4.				

VI. References - Name at least 3 people who are not related to you:

Name	Address	Title
1.		
2.		
3.		

A false answer to any of the above questions may invalidate this application.

Signed_____

Return to: Mrs. Joy Ann Peace
Personnel Director
Never Cry Day Care Center
231 Cooper
Memphis, TN 38104

MODULE VI- LESSON ID

LET'S PRETEND

Your assignment for this activity is to become Sandy A. Harcrow. Take the information below and fill out the application on the next five pages. REMEMBER you are now Sandy A. Harcrow.

SANDY A. HARCROW

Sandy A. Harcrow is applying for a job. She is interested in a general clerical, a stenographic or a receptionist position. She was born on January 1, 1944. Sandy is married to Bob Harcrow and they own a home at 1803 Lanier in Memphis, TN 38117. They have lived there for 11 years. Their home telephone number is 685-0909. Sandy's Social Security Number is 413-86-1212. Her driver's license number is 34152268-2. Bob is an accountant. They have 3 dependents. In case of emergency, Sandy would like her husband notified. He can be reached at home or at work. His business phone is 761-2272.

Sandy was born in New York and lived with her parents at 5564 Cranford until she was 18. She is looking for a full-time job for 40 hours. She has been referred by a friend, Mr. Nelson Emery. She doesn't belong to a credit union and has not established any credit.

Sandy has had one summer job as a typist for Sears, Roebuck and Company while she was going to business school. She worked full-time for 40 hours a week from June, 1962 to August, 1972 at the Laurelwood branch on Poplar. The store telephone number is 766-3535. Sandy typed reports, letters and memorandums. She made $90 a week. She quit work to go back to school. Mrs. Cecilia McNutt was Sandy's supervisor.

Sandy graduated with a diploma from Northern High School in Buffalo, N.Y. in June, 1961. She started business school at Marshall Institute in Memphis, Tennessee in September, 1972 and completed her training there in January, 1974. She received a secretarial certificate from the Institute. She types 60 words a minute and takes shorthand at 80 words a minute. She can operate the ten-key and duplicating machines. She does not belong to any organizations.

Sandy is in excellent health and has not been under a doctor's care in the last two years. She had a physical examination in November, 1977. The results of the examination showed Sandy was in perfect health. She has no emotional or nervous problems. Sandy has never had a serious accident or illness. She has been ill with the flu only four days in the past two years and has never been covered by a surety bond nor has she ever been denied one. She has never served in the Armed Forces. She does not have a current military obligation. She has not been in an auto accident and has not received any tickets for traffic violations. She has never been arrested.

APPLICATION FOR EMPLOYMENT

Name _____ Date of Birth _____

Telephone _____ Social Security No. _____ Driver's License No. _____

Address _____ How Long _____

City _____ Zip Code _____

__ Own Home __ Rent __ Board __ Live with Friends/ Relatives

Previous Address _____ How Long There _____

Spouse's Name _____

Notify in Case of Emergency _____

Relationship _____

Address _____ Home Phone _____ Business Phone _____

Referred by _____ Credit Union _____

Are you seeking FULL-TIME WORK __

PART-TIME WORK __ _____ How many hours?

Marital Status

__ Single
__ Married
__ Divorced
__ Widowed
__ Separated

DEPENDENTS

__ Spouse
__ Children
__ Other

Ages of Children _____

Indicate Areas of Work Interest by (X)

__ Accounting
__ Auditing
__ Bookkeeping
__ Bookkeeping Machine Operator
__ Claims
__ Collection
__ Data Processing
__ Field Representative
__ General Clerical
__ Keypunch Operator
__ Loan Counseling
__ Public Relations
__ Stenographic
__ Receptionist
__ Teller
__ _____

APPLICATION FOR EMPLOYMENT (page 2)

PRESENT OR LAST EMPLOYER:

Name | Date From | To | Salary Start | End

Address | Reason for Leaving

City | Phone

Position and Duties

Supervisor

FORMER EMPLOYER:

Name | Date From | To | Salary Start | End

Address | Reason for Leaving

City | Phone

Position and Duties

Supervisor

CREDIT REFERENCES:

Name | Address | City

Name | Address | City

Name | Address | City

APPLICATION FOR EMPLOYMENT (Page 3)

Education

Type of School	Name and Address of School	Major Field	From	To	Graduate? Give Degree
High School					
College					
Graduate School					
Business or Trade School					
Corresp. or Night School					

Jobs While in School

Name of Company	Your Job	Your Salary	Dates From	Dates To	Hours Per Week

Special Skills: Typewriter_____WPM Shorthand_____WPM

Other Machine Skills_____

What Civic, Professional, or Business Organizations do you participate in?

_____

APPLICATION FOR EMPLOYMENT (Page 4)

Describe your present health status

Have you been under doctor's care in the past two years? Reason

When was your last physical examination? Results

How many days ill in past two years? Reasons

Have you been treated for any nervous or emotional disorder? When?

What serious accidents or illnesses have you had?

Give details

Have you ever received Workmen's Compensation? When? Where?

Reason

Ever covered by surety bond? Yes ___ No ___ Employer's Name

Ever denied surety bond? Yes ___ No ___ Employer's Name

Served in Armed Forces? Yes ___ No ___ Type and Date of Discharge; Highest Rank

Have a current military obligation? Yes ___ No ___

Have you been involved in any auto accidents in the past two years? Yes ___ No ___ When?

Have you paid tickets for moving traffic violations? Yes ___ No ___ When?

APPLICATION FOR EMPLOYMENT (page 5)

Have you ever been convicted of a misdemeanor or felony? Yes ___ No ___ When? _____

To the best of my knowledge, the above statements are true, and, if employed, omissions or misrepresentations will be cause for dismissal.

Date _____ Applicant _____

MODULE VI - LESSON IF

Letter of Application

January 24, 1978

Ms. Joy Ann Peace
Director of Personnel
Never Cry Day Care Center
231 Cooper Avenue
Memphis, TN 38104

Dear Ms. Peace:

In response to your advertisement in today's Commercial Appeal, I am applying for the position of Child Care Assistant. I feel that I am well qualified for the job, since I have had two years of Care and Guidance of Children. I also completed 45 hours on-the-job training at Peter Pan's Day Care Center. I have letters of recommendation from my teacher and the director of Peter Pan. My Qualifications Brief is enclosed.

I shall be graduated from Northside High School in May and will be seeking immediate employment.

I am available for an interview any afternoon after 2:30.

Sincerely,

Charity Hope

Charity Hope

ch

LESSON IF - Continued

SAMPLE LETTER OF APPLICATION

(George is a friend of Charity's.
We thought you might be interested
in his letter of application.)

1531 Lawndale Avenue
Kearney, New Jersey
August 27, 19-

Mr. James Ryan
Automatic Supply Company
175 North Wells Street
Chicago Illinois

Dear Mr. Ryan:

You are always searching for prospective employees with potentialities . . . employees who have had experience in your kind of business . . . who are prepared educationally . . . who understand your needs . . . who want to work and succeed in your kind of business.

For these reasons you may want to give me an interview so that I may tell you in person why I would be a success in your employment.

A personal data sheet is enclosed with this letter. After you have examined it, would you write me at the above address, or phone me at Michigan 4-7000?

Thank you.

Sincerely,

George A. Bailey

George A. Bailey

Enclosure

MODULE VI - LESSON II

References

Did you ever wonder why you needed to have references??? Do you remember when we told you that many changes have taken place in America? Most employers, to whom you apply today, don't know you; therefore, you need someone to give some information concerning your character, qualifications, etc.

It is considered "good manners" to ask permission of the people whom you want to use as references. Most companies don't want relatives and some companies don't want you to use former employers. Your teachers make excellent references, because employers know that teachers are knowledgeable about your personal habits (dependability, punctuality, etc.) and about your capabilities.

Did you ever wonder what employers do with these references? In some instances, they will call your references and simply ask them questions about you. But in most cases they will send a form to be completed and returned to them. Occasionally, they will ask them to write a letter of reference for you.

Now aren't you lucky again. We are going to show you a sample of the type of form that has to be completed about you. We are also going to show you a sample of the letter that was sent to one of Charity's references.

Why don't you look back over the work that you have already completed, and write a letter of reference about yourself? Your teacher can help you compose your letter and then grade it for you.

MODULE VI - LESSON IIA
Sample Reference Form

Never Cry Day Care Center
231 Cooper St.

Reference For:

Applicant_____ Date_____

Name of person recommending_____ Title_____

Length of time known applicant_____

Relationship to applicant (teacher, employer, etc.)_____

	1	2	3	4	5
Cooperation					
Attitude					
Integrity					
Honesty					
Willingness to work					
Willingness to do extra work					
Manners (politeness)					
Interest					
Grooming					
Attendance					
Punctuality					

Key: 1 - Excellent
2 - Above Average
3 - Satisfactory
4 - Needs Improvement
5 - Unsatisfactory

MODULE VI - LESSON III

Sample Reference Letter

Never Cry Day Care Center

231 Cooper Street
Memphis, TN 38104
February 6, 1978

Mrs. Jane Doe
2686 Pampers Trail
Memphis, TN 38106

Dear Mrs. Doe:

Your name has been given to us by Charity Hope in connection with an application for employment.

In view of the fact that we are in the business of dealing with human beings, it is particularly important that members of our staff have certain personal characteristics. We would, therefore, greatly appreciate your opinion of this applicant's sense of kindness and patience, dependability, honesty, integrity and personal habits. Please also tell us how long you have known the applicant. Any information you give us will be regarded as strictly confidential.

Your prompt reply will be greatly appreciated. For your convenience, we enclose a stamped, addressed envelope and a copy of this letter which you may wish to use for your comments.

Yours very truly,

Joy Ann Peace

Joy Ann Peace

jap

Enclosures

MODULE VI - LESSON IIC

SAMPLE REFERENCE REPLY

2686 Pampers Trail
Memphis, TN 38106
February 6, 1978

Mrs. Joy Ann Peace
231 Cooper Street
Memphis, TN 38104

Dear Mrs. Peace;

It is a privilege for me to be able to recommend Charity Hope for employment with your center.

Charity was a student in my class for two years. Upon completion of each course, an evaluation is completed on each student. Charity was marked excellent on all of the characteristics that you mentioned in your letter.

Charity has an outstanding personality and reputation with both the students and the faculty. I feel that she would definitely be an asset to your center.

Sincerely,

Jane Doe

(Mrs.) Jane Doe

MODULE V11

Preparing For The Interview

MODULE VII

INTRODUCTION

Let's go back to that graduation again. When you are making plans for a special occasion, do you have a certain system? What are some of the things that come to your mind concerning your preparation?

Charity had a plan - she had shopped for the very best possible buy in a dress. She had considered the accessories that she would need. She had made an appointment two weeks in advance to get her hair done.

The night before graduation she had carefully checked her list to be sure that she hadn't forgotten anything. She had even put her ticket in her bag. She had wanted to be at her best for the big event so she had decided to turn off that T.V. and to go to bed early. Charity had a wonderful time at graduation because she had given some thought to preparation.

Can you imagine how chaotic it would have been if Charity had not made all of those preparations? Many people go for an interview and have made no preparation whatsoever. The results are chaotic!!! We don't want this to happen to you. We want you to have a plan for your interview just as Charity did.

OUTLINE

Preparing for the Interview

I - Dress
II - Plan for interview
III - Sample Employment Test

SUPPORTIVE MATERIALS

Lesson I - Dress
  A. What's wrong with the picture?
  B. Rules of dress
Lesson II - Plan for interview
  A. Rules to follow
Lesson III - Sample Employment Test

MODULE VII - LESSON I A&B

Rules of Dress For An Interview

Using the following "Rules of Dress for an Interview," find the mistakes in the picture on the cover of this module.

1. Be sure to take a bath before dressing for an interview. This probably comes as a shock to you, but some people have gone for an interview without bathing beforehand.
2. Your hair should be clean and well groomed:
   Young men's hair should be well trimmed.
   Young ladies' hair should be neatly groomed.
3. Your hands should be clean - nails should be trimmed and clean.
4. Young men, be sure to shave before your interview.
5. Young ladies, don't wear too much make-up (if you are ever in doubt leave some off).
6. Can you believe that some people go for an interview dressed as if they are going to a party? Remember, that you are looking for a job and that employers want you to look as if you are looking for a job.
7. The type of job for which you are applying determines the type of clothing that you should wear.
8. If you are applying for factory or warehouse work, you should wear clean, pressed clothes that would be appropriate for that job.
9. If you are applying for office work, wear the type of clothes that would be appropriate for the business world.
10. Dress as conservatively as possible. Many employers are not interested in the latest "fads".
11. Clean and shined leather shoes make a better impression than tennis shoes. Many employers don't realize that tennis shoes are very popular. They may think that you have just "stopped by" on your way to a tennis game.
12. Some employers haven't accepted pants for ladies. Many still think that ladies should be "ladies" and wear dresses. You young ladies will have to use your own judgment concerning this, but you will always be safe if you wear a conservative dress.
13. Remember, if you are employed, the employer will want you to represent his company. If you and another applicant have the same qualifications, he more than likely will select the one that makes the best appearance.

MODULE VII - LESSON II

Plan For Interview

One Week before the interview

Charity had never been to the Never Cry Day Care Center; therefore, she wanted to be sure that she would not be late. She called the transit company in order to find the exact time and route of the bus. She decided to take a "dry run" to see how long it would take to get there. She knew that she should be there at least fifteen minutes before the time for the interview.

Charity decided to research the Never Cry Day Care Center. Her mother had a friend who worked there and she thought that this would be a good starting place. The friend told her that the center had been in operation for ten years, that it had 11 employees, and that it offered good fringe benefits. She also told her that minimum wage was the usual starting salary for a child care aide. The company had a probationary plan which meant that if an employee worked successfully for 6 months that she would automatically be given a raise. She decided to call the Tennessee Department of Employment Security to find out the wage or salary that she should be paid.

She wanted to be certain that all of her credentials were in order. She typed a neat copy of her qualifications brief, found her birth certificate, and checked to be certain that she had her social security card.

The Night before the interview

Charity carefully checked her clothes that she would be wearing for the interview. She made a list of questions that she might want to ask, because she knew that she might forget during the interview.

She wanted to be alert even if it meant missing her favorite T.V. program. She set her clock and went to bed early, because she knew that she must be on time. If she were late for the interview, the interviewer would automatically think that she would be late for the job.

You can see that Charity made preparations for her interview just as she made preparations for graduation.

MODULE VII - LESSON IIA

Rules To Follow When Preparing For An Interview

1. If you don't know the exact location, make a "dry run."

2. Find out the wage or salary that you should be paid for the job. Ask your friends and family for information. Another good source of information is the Tennessee Employment Office - 726-0838.

3. Research!!! Find out something about the company such as how long it has been in operation, the number of employees, benefits available and whether it's a growing company. Think of a good reason that you would want to work for this company, because you more than likely will be asked this on your interview.

4. Be sure to have your clothes and credentials in order.

5. Go to bed early because you need to be at your best for the interview.

MODULE VII - LESSON III

Employment Test

Introduction

Before Charity landed that job as a child care aide she had to take an employment test. She didn't really want to take the test, but she asked some questions and found out that most employers are requesting that all applicants be tested. She discovered that the test is an indication of a person's ability to function well on a job. Charity didn't have an opportunity to practice taking a test. You are lucky - you are going to have that chance!

MODULE VII - LESSON III

Employment Test

R. U. Smart Company

Part I

Directions: In each group of words there is one misspelled word. Choose the one word and mark it in the appropriate space.

		a	b	c	d
1. vegtable, fruit, drink, bread	1.	( )	( )	( )	( )
2. Goldsmiths', Sears, Libby's, Swift	2.	( )	( )	( )	( )
3. employer, employee, wages, benifits	3.	( )	( )	( )	( )
4. cologne, perfume, powdre, deodorant	4.	( )	( )	( )	( )
5. English, algebar, journalism, accounting	5.	( )	( )	( )	( )

Directions: Perform the indicated functions and mark the space at the right for the correct answer

		a	b	c	d
1. 4 candy bars @ 28¢ cost: a. $1.00 b. $1.02 c. $1.05 d. $1.12	1.	( )	( )	( )	( )
2. $115.19 selling price $ 87.16 wholesale price a. profit - $202.35 b. loss - $28.03 c. loss - $202.35 d. profit - $28.03	2.	( )	( )	( )	( )
3. If bracelets are marked 3/$1.00, one bracelet would cost: a. .33 b. .34 c. .35 d. .32	3.	( )	( )	( )	( )
4. Three pens @ 27¢, one notebook @ $1.54, 3 pencils @ .69/half-dozen and two packages of paper @ 35¢, totals: a. $3.36 b. $2.35 c. $4.36 d. $3.35	4.	( )	( )	( )	( )
5. $ .23 1.29 .70 +2.19 a $3.31 b. $3.01 c. $4.41 d. $4.40	5.	( )	( )	( )	( )

Vocational Education - Memphis City Schools

MODULE VII - LESSON III

Employment Test

Part II

Directions: The following are questions that require thought--answer carefully, but briefly. Write your answer on the line below the statement. Let's suppose that you are working in a store. A customer has asked you the following questions. What would your answers be?

1. Why do you think your prices are higher than the store next door?

_____

2. Prices have gone up so much that I have bought more than I have money to pay. What should I do?

_____

3. If this cream is spoiled, may I bring it back?

_____

4. You charged me 46¢ for this can of corn. Didn't you advertise it in today's paper for 39¢

_____

5. Why don't you run any <u>good</u> specials in this store?

_____

MODULE VIII

THE INTERVIEW

MODULE VIII

INTRODUCTION

Charity was up bright and early the morning of her interview. She was glad that she had gone to bed early, because she really felt rested and relaxed. Since she wanted to be at her very best, she knew that a good breakfast was a must.

After she had finished her breakfast she started preparing for her day. She knew that her clothes were in good condition, because she had carefully laid them out the night before. She checked her list to be sure that she had her qualifications brief, a good pen and pencil, a list of her questions, her birth certificate and her social security card.

Just as she was preparing to take a bath, one of her friends called her. Her friend wanted her to go shopping and insisted that they could go for the interview after they had completed the shopping. Charity wanted to go with her very badly, but she remembered what her teacher had told her - <u>always go to the interview alone and never go loaded with packages.</u> Her teacher had said that the employer might think that she didn't have enough courage to come alone and that she certainly didn't want her to think that she had just "dropped in" for the interview during a shopping spree. There are many other things that her teacher had told her concerning the interview. In the lessons that follow we are going to let you and your teacher go over some of these rules.

OUTLINE

THE INTERVIEW

I. - Interview etiquette
II. - Questions frequently asked
III. - Follow-up
IV. - Evaluation
V. - Mirror, Mirror on the Wall

SUPPORTIVE MATERIALS

Lesson I - Interview Etiquette
Lesson II - Questions frequently asked
Lesson III - Follow-up - Follow-up letter
Lesson IV - Evaluation - Evaluation Form
Lesson V - Mirror, Morror on the Wall

MODULE VIII - LESSON I

INTERVIEW ETIQUETTE

1. When I go for my interview, I will not

   a) carry an armload of packages.
   b) take a friend along for company.
   c) be eating potato chips or chewing gum.
   d) a and c.
   e) a, b, and c.

2. During the interview, I must remember to

   a) sit up straight, and relax as much as possible.
   b) keep my hands in my lap.
   c) find a place beside me for my purse (never on the interviewer's desk).
   d) never smoke or chew gum.
   e) all of the above.

3. As I approach the interview, I acknowledge the introduction and

   a) give him/her a firm handshake if he/she offers his/her hand.
   b) wait for him/her to ask me to be seated.
   c) look him/her in the eye.
   d) all of the above.

4. This is a happy day for me. I am prepared for my interview. I

   a) have my credentials stored neatly in my pocket or handbag.
   b) plan to be at least 15 minutes early.
   c) know how to introduce myself to the receptionist.
   d) all of the above

MODULE VIII - LESSON II

QUESTIONS FREQUENTLY ASKED

DURING THE EMPLOYMENT INTERVIEW

As Reported by 92 Companies Surveyed by Frank S. Endicott, Director of Placement, Northwestern University.

1. What are your future vocational plans?
2. In what school activities have you participated? Why? Which did you enjoy most?
3. How do you spend your spare time? What are your hobbies?
4. In what type of position are you most interested?
5. Why do you think you might like to work for our Company?
6. What jobs have you held? How were they obtained and why did you leave?
7. What courses did you like best? Least? Why?
8. Why did you choose your particular field of work?
9. What percentage of your college expenses did you earn? How?
10. How did you spend your vacations while in school?
11. What do you know about our company?
12. Do you feel that you have received a good general training?
13. What qualifications do you have that make you feel that you will be successful in your field?
14. What extracurricular offices have you held?
15. What are your ideas on salary?
16. How do you feel about your family?
17. How interested are you in sports?
18. If you were starting college all over again, what course would you take?
19. Can you forget your education and start from scratch?
20. Do you prefer any specific geographic location? Why?
21. Do you have a girl? Is it serious?
22. How much money do you hope to earn at age 30? 35?
23. Why did you decide to go to this particular school?
24. How did you rank in your graduating class in high school? Where will you probably rank in college?
25. Do you think that your extracurricular activities were worth the time you devoted to them? Why?
26. What do you think determines a man's progress in a good company?
27. What personal characteristics are necessary for success in your chosen field?
28. Why do you think you would like this particular type of job?
29. What is your father's occupation?
30. Tell me about your home life during the time you were growing up.
31. Are you looking for a permanent or temporary job?
32. Do you prefer working with others or by yourself?
33. Who are your best friends?
34. What kind of boss do you prefer?
35. Are you primarily interested in making money or do you feel that service to your fellow man is a satisfactory accomplishment?
36. Can you take instructions without feeling upset?
37. Tell me a story!
38. Do you live with your parents? Which of your parents has had the most profound influence on you?
39. How did previous employers treat you?
40. What have you learned from some of the jobs you have held?

41. Can you get recommendations from previous employers?
42. What interests you about our product or service?
43. What was your record in military service?
44. Have you ever changed your major field or interest while in college? Why?
45. When did you choose your college major?
46. How do your college grades after military service compare with those previously earned?
47. Do you feel you have done the best scholastic work of which you are capable?
48. How did you happen to go to college?
49. What do you know about opportunities in the field in which you are training?
50. How long do you expect to work?
51. Have you ever had difficulty getting along with fellow students and faculty?
52. Which of your college years was the most difficult?
53. What is the source of your spending money?
54. Do you own any life insurance?
55. Have you saved any money?
56. Do you have any debts?
57. How old were you when you became self-supporting?
58. Do you attend church?
59. Did you enjoy your four years at this university?
60. Do you like regular hours?
61. Do you like routine work?
62. What size city do you prefer?
63. When did you first contribute to family income?
64. What is your major weakness?
65. Define cooperation.
66. Will you fight to get ahead?
67. Do you demand attention?
68. Do you have an analytical mind?
69. Are you eager to please?
70. What do you do to keep in good physical condition?
71. How do you usually spend Sunday?
72. Have you had any serious illness or injury?
73. Are you willing to go where the company sends you?
74. What job in our company would choose if you were entirely free to do so?
75. Is it an effort for you to be tolerant of persons with a background and interests different from your own?
76. What types of books have you read?
77. Have you plans for graduate work?
78. What types of people seem to "rub you the wrong way"?
79. Do you enjoy sports as a participant? As an observer?
80. Have you ever tutored an underclassman?
81. What jobs have you enjoyed the most? The least? Why?
82. What are your own special abilities?
83. What job in our Company do you want to work towards?
84. Would you prefer a large or a small company? Why?
85. What is your idea of how industry operates today?
86. Do you like to travel?
87. How about overtime work?
88. What kind of work interests you?

89. What are the disadvantages of your chosen field?
90. Do you think that grades should be considered by employers? Why or why not?
91. Are you interested in research?
92. If married, how often do you entertain at home?
93. To what extent do you use liquor?
94. What have you done which shows initiative and willingness to work?

Try to remember to follow these three rules on answering questions most often asked on interviews.

1. Be Brief

   The interviewer is a busy person and others may be waiting to be interviewed. Remember, all that he is interested in is facts about you as a possible employee.

2. Be Positive

   Never tell what you can't do - accentuate the positive. This is your chance to sell yourself as an employee. Don't brag, but be sure that he knows your good points.

3. Be Honest

   People are respected for honesty - if a person is dishonest, the employer will probably discover it, and this can be grounds for dismissal.

MODULE VIII - LESSON III

Follow-up

The day after Charity had gone for her interview, she decided to write Ms. Peace and thank her for her time. We are enclosing a copy of her letter. Why don't you practice writing a similar letter? Your teacher will help you compose the letter.

Follow-up Letter

February 2, 1978

Ms. Joy Ann Peace
Director of Personnel
Never Cry Day Care Center
231 Cooper Avenue
Memphis, TN 38104

Dear Ms. Peace:

Thank you for taking the time yesterday to talk with me about the child care aide's job with your center.

As I mentioned during our conversation, I am very excited about the possibility of being employed for this job. It would mean that I would have the opportunity to work in a day care center about which I have heard many fine compliments.

I hope to hear from you soon.

Sincerely,

Charity Hope

Charity Hope

MODULE VIII - LESSON IV

Evaluation

When Charity's letter arrived, the interviewer put it in a file which contained her application and their interview evaluation. Oophs! We forgot to tell you about that.

Interviewers see so many different people that is is sometimes hard for them to remember each one; therefore, they complete an evaluation or a check sheet. We are going to give one to you. Why don't you ask your teacher, principal or vocational counselor to interview you? Try to remember all of the things that you have learned. While one student is being interviewed, the rest of the class can mark the evaluation, etc.

MODULE VIII - LESSON IV

Evaluation Form

Never Cry Day Care Center
231 Cooper
Memphis, TN 38104

Name_____ Date of Interview_____

Position sought_____

Key: 1 - Superior 2 - Good 3 - Fair 4 - Poor

	S	G	F	P
Before the Interview				
1. Demonstrated poise while waiting				
2. General attitude				
3. Hand shake				
During Interview				
1. Voice (clearness and loudness)				
2. Eye contact				
3. Posture				
4. Absence of chewing gum, smoking				
5. Answers to questions				
6. Honesty in answering questions				
Terminating the Interview				
1. Hand shake				
2. Promptness in leaving				
3. Thank you				
General Appearance				
1. Clothes (suitable, clean & pressed)				
2. Hair (casual, neat and clean)				
3. Shave (boys) make-up (girls)				
4. Shoes (suitable, clean and shined)				
Summary				
1. General appearance				
2. General attitude				
3. Personality				
4. Potential				
Total				

Name of interviewer_____
Signature

Vocational Education - Memphis City Schools

MODULE VIII - LESSON V

Do you see yourself?

MIRROR, MIRROR ON THE WALL

People are not hired for many reasons. They make mistakes on the application or on the interview. Check the list below to determine if you have made any of the mistakes mentioned. Perhaps this could be the reason that you were not employed.

Poor personal appearance
Overbearing, overaggressive, conceited; "superiority complex," "know it all"
Lies on application or during interview
Absent a lot on past jobs
Won't work certain hours or days
Must earn certain wages
Late for interview or late a lot on past jobs
Inability to express oneself clearly-poor voice, diction, grammar
Lack of planning for career, no purpose or goals
Lack of interest and enthusiasm, passive, indifferent
Lack of confidence and poise, nervousness, ill at ease
Failure to participate in activities
Overemphasis on money, interested only in best dollar offer
Poor scholastic record, just got by
Unwilling to start at the bottom, expects too much too soon
Lack of maturity
Lack of courtesy, ill-mannered
Complaints about past employers
Marked dislike for schoolwork
Fails to look at interviewer in the eyes
Limp handshake
Indecision
Sloppy application blank
Wants job only for short time
Parents make decisions for this person
Emphasis on who the person knows
Low moral standards
Lazy
Intolerant, strong prejudices
Late to interview without good reason
Never heard of company
Failure to express appreciation for interviewer's time
Asks no questions about the job
High pressure type
Indefinite responses to questions
Bringing a friend along
Lack of training or experience
Failing score on employment test
Arguing with the interviewer

MODULE IX

PROGRESS ON THE JOB

SUCCESS

GOOD ATTITUDE | HARD WORK

WILLINGNESS TO DO MORE

DEPENDABILITY AND PUNCTUALITY | SELF-IMPROVEMENT

NEW IDEAS

MODULE IX

INTRODUCTION

This was the big day!!! The first day of work for Charity. Again, she was up bright and early. She certainly wanted to be on time!!! She had gone to bed early again the night before because she wanted to be able to think and work well.

She arrived at work ten minutes before time and reported directly to her supervisor to receive her instructions. Since following instructions was to be a vital part of her job, her supervisor asked her if she would object to taking a simple test on following instructions. We are going to let you take the same test.

OUTLINE

Progress On The Job

I. - Following instructions
II. - Suggestions for keeping a job
III. - Performance review
IV. - Attitude and work behavior analysis

SUPPORTIVE MATERIALS

Lesson I - Following instructions (test)
Lesson II - Suggestions for keeping a job
Lesson III - Performance review
Lesson IV - Attitude and work behavior analysis

MODULE IX - LESSON I

Never Cry Day Care Center
Test For Following Instructions

Since we are in the business of caring for children, it is very important that our employees follow instructions carefully. We would like for you to take this short test. You will be allowed three minutes to complete this test. You will need a pencil and a piece of notebook paper.

1. Please read the entire test before doing anything.
2. Write the name of our day care center on the first line of a sheet of notebook paper.
3. On the second line, directly under our center name, write your own name using your first name, middle initial and last name.
4. Skip 4 lines and give your street address, city and state.
5. Go back and add your zip code beside the state.
6. Skip two lines and write the name of your school.
7. Go back and write your age in the line above the name of your school.
8. Directly under the name of your school write the name of your principal.
9. On the next line write the name of your assistant principal.
10. Put x on the right hand side of the assistant principal.
11. Now go back and put 2 x's on the left hand side of principal.
12. Since you read all of the instructions, don't do any of them other than the first 6.

MODULE IX - LESSON II

Charity had worked very hard to land that job. She certainly didn't want to lose it after she had put so much thought and hard work into getting it. She had wondered why some people seemed to advance in position and pay, and others either lost their job or just seemed to be at a standstill.

On the very first day of her job she expressed these feelings to her boss. She asked her if she had any suggestions to offer. Her boss was impressed with her concern; therefore, she told her that she would compile a list of suggestions for her. We are going to share that list with you. Your teacher and classmates can join you in a discussion of this list.

MODULE IX - LESSON II

Suggestions For Keeping A Job

1. Always be friendly and cheerful. But don't let this friendly disposition keep you away from your work. Remember you are being paid to work, not to entertain other people.
2. Try to be on time or a few minutes early every day.
3. Give an honest day's work for a day's pay. Some people wouldn't think of going into a store and stealing something, but seem to think nothing of not doing the work for which they are being paid. Dishonesty is dishonesty in any form.
4. Personal appearance is important in keeping your job. When you are well groomed you will not only look better but will feel better also. (Other people will be happier with you, too.)
5. Get enough rest and take good care of your health.
6. Never laugh when someone makes a mistake. Remember none of us are perfect and we are all going to make mistakes at one time or another.
7. Always learn and follow the rules of the company for which you work.
8. Repeating gossip will always hurt someone. Never, never gossip.
9. Try to remember the "golden rule" - treat others with as much respect as you expect from them.
10. If possible don't miss a day of work, except in the case of illness.
11. Always call if you are going to be late or absent.
12. Accept responsibility cheerfully, when someone gives you a responsible assignment, it should be interpreted as a compliment. It would not be assigned to you if you were not responsible enough to handle it.
13. Show initiative - your boss will never know you have initiative if you keep it hidden.
14. Always respect your supervisors' opinions. After all, they wouldn't have been made supervisors if their ideas and opinions weren't to be respected.
15. Don't borrow or lend money except in emergencies. This has led to ill feelings between employees.
16. Never take extended breaks.
17. Ask questions if you don't understand an assignment.

How To Prepare For Promotion

1. Do your work to the best of your ability.
2. Show your sense of responsibility. Responsible people are the ones who get promotions.
3. Be prepared to do more than your share of work if it is necessary. The person who says, "I'm not going to do that - that's not my job" will never be promoted to a better job.
4. Check with local school board to find what adult courses are being offered in your field. You may also check with community colleges and universities in your community.
5. Watch for any opportunity to advance. One of the best ways to prepare yourself is to get more education and job training. Ask your supervisor about the type of training that is best for you. You may want to enroll in an adult class at night in order to improve a particular skill. For information on adult classes in this area call the V.I.C. (Vocational Information Center). The number to call is 794-0342.

MODULE IX - LESSON III

Charity took the suggestions home with her in order to study them carefully. She certainly didn't want to lose that job and she also wanted to progress. Someone had told her that her performance on the job would be evaluated.

The next day she asked her supervisor about this. Her supervisor explained that it was the policy of the company to grade or evaluate each employee (as it is in most companies). Her supervisor showed her a copy of the evaluation. We are going to give a copy to you. Your teacher will go over it with you and your classmates.

MODULE IX - LESSON III

Performance Review

EMPLOYER'S EVALUATION FORM

Place a check (√) in the column which most accurately describes this employee's performance in each category.

Employee's Name_____

Supervisor's Name_____Date_____

1 - Excellent
2 - Above average
3 - Average
4 - Poor
5 - Unsatisfactory

	1	2	3	4	5	For use by Supervisor
ATTITUDE: Alert, enthusiastic, friendly, eager to learn						
DEPENDABILITY: Punctual, trustworthy, consistent, completes assigned tasks						
COOPERATION: Loyal, tactful, relates well with supervisors, co-workers, others he comes in contact with						
APPEARANCE: Neat, clean, appropriately dressed, well groomed						
KNOWLEDGE OF WORK: Knows job procedures, follows instructions, accurate in details						

Number of days absent_____
Remarks and/or suggestions_____

_____

Person completing form_____

Title_____

Vocational Education - Memphis City Schools

MODULE IX - LESSON IV

Charity remembered an activity that she and her classmates had done when she was in school. It had been very helpful to her concerning her own attitude about work. We are going to let you divide into groups and take part in the same activity.

Attitude and Work Behavior Analysis

The students will be divided into groups of 4 or 5 to discuss and report back to class the outcome of the discussions.

Group A - Temper Control

(1) Are people born with tempers?
(2) Do you lose your temper often?
(3) When you lose your temper, is it usually your fault or the other person's?
(4) Do you get madder at things or at people?

Group B - Respect for Authority

(1) Do you get uptight when someone tells you to do something?
(2) Why do you get uptight?
(3) Will you respect your "boss" when you get a job?

Group C - Accepting Criticism

(1) Is all criticism bad?
(2) Does an employer have a right to criticize an employee?
(3) Will you accept constructive criticism from your employer?

Group D - Job Failure

(1) Why do people lose jobs?
(2) Why is it important to build a good record?

MODULE X

PERSONAL MANAGEMENT

MODULE X

INTRODUCTION

When you get that first job, as Charity has, you know that you are going to make some money. But have you given any thought as to how you are going to spend it? Do you understand that you will have payroll deductions? And where are you going to keep that money? Are you going to pay cash for all of your purchases or are you going to establish some credit?

The lessons that follow should give you some help in answering these questions.

OUTLINE

Personal Management

I. - Payroll Deductions
II. - Earning & Spending
III. - Banking
IV. - Credit
V. - Free Enterprise

SUPPORTIVE MATERIALS

Lesson I - Payroll deductions
  A. Sample
  B. Worksheet
Lesson II - Earning & spending (plan)
Lesson III - Banking
Lesson IV - Credit
  A. Notes on credit
  B. Cost of credit
Lesson V - Free Enterprise

MODULE X - Lesson IA

Payroll Deductions - Sample

That day has finally come!!! Charity is going to have her first check after working for an entire month. She knew that she would have payroll deductions, but she didn't know exactly how much her check would be. Her salary is $459.00 monthly. If you would like to know how much this is per week you can multiply $459.00 x 12 (months) and then divide this by 52 (weeks).

We are going to show you a sample of Charity's pay statement and then a sample of her check.

Employee's Pay Statement

NOTE: Retain this permanently, it's a record of your earnings and tax deductions as reported to the Federal & State Government.

Hours	Gross Pay	Federal Income Tax	FICA	State Tax	Group Ins.	Net Pay
140	459.00	50.49	27.54		9.18	371.79

F.I.C.A. means Federal Insurance Contributions Act. It goes for Social Security benefits you will receive in years to come.

If a health insurance plan is not available, you should arrange to buy it on your own.

This is a sample copy of Charity's check.

Never Cry Day Care Center
231 Cooper Street
Memphis, TN 38104

0123

Date 7-9-78

Pay to the Order of:

Charity Hope
820 Serene Street
Memphis, TN 38104

Amount
$371.79

371 Dollars and 79 Cents

Payroll Account

R.U. Saving Bank
202 Greenback Road
Memphis, TN 38102

00--0000000

MODULE X - LESSON IB

Payroll Deductions - Worksheet

Now that you have seen the deductions in Charity's check, let's suppose that you get a job making $423.00 per month. Using the worksheet below, figure the amount of money that you would take home.

1. To find out how much Federal Income Tax you would have to pay, multiply:

$$\begin{array}{r} \$\ 423.00 \\ \times\ .11 \\ \hline \end{array}$$

2. To find out how much Social Security you would have to pay, multiply:

$$\begin{array}{r} \$\ 423.00 \\ \times\ .06 \\ \hline \end{array}$$

3. To find out how much your Health Insurance will cost, multiply:

$$\begin{array}{r} \$\ 423.00 \\ \times\ .02 \\ \hline \end{array}$$

4. Now add all of your deductions:

Federal Income Tax = $
Social Security = $
Health Insurance = $

Total monthly Deductions = $

5. Now, subtract your monthly deductions from your total monthly pay:

Total monthly pay $

Total deductions $

Total take-home pay $

MODULE X - LESSON II

Earning & Spending (Plan)

What is Charity going to do with her money? Is she going to play the part of "Sane Jane" and prepare a plan for her spending or is she going to play the part of "Foxy Flossie" and spend all of her check on clothes and jewelry the very first week. What would you do?

Work out a plan for Charity and help her to decide how to spend her money. Charity is too intelligent to spend all of her check without a plan. Your teacher will help you develop a plan. If you need some reference books, you can find some in the Home Economics Department of your school. Some of the things that you need to remember are as follows:

Food
Clothing
School expenses (Charity plans to attend school at night to continue her education)
Transportation costs
Lunch money
Contributions (church, charities, civic groups, etc.)
Subscriptions (magazines, etc.)
Medical and dental care
Recreation
Gifts and entertainment
Personal supplies (toothpaste, make-up, etc.)
Laundry and laundry supplies, dry cleaning, etc.
Emergencies
Savings

MODULE X - LESSON II (Cont'd)

Some day very soon you may decide to make it on your own. When this day comes, you will have to learn to budget your money. A budget is a plan of how much money you make, how much you are going to spend, and what you are going to spend it on. For future reference try to figure out a reasonable budget.

SAMPLE BUDGET FOR A MONTH

Take Home Pay	_____
Rent (Housing)	_____
Clothes	_____
Food	_____
Utilities	_____
Telephone	_____
Entertainment	_____
Medical and Dental	_____
Car Payments/ Transportation	_____
Car Insurance and License	_____
Savings	_____
Insurance	_____
Miscellaneous	_____
Other	_____
TOTAL	_____

MODULE X - LESSON III

Banking

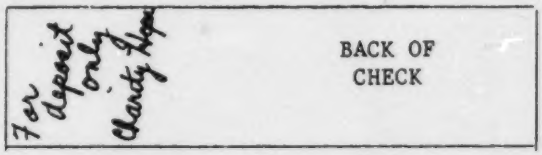
Since we are having so many break-ins today, Charity decided that she wanted to put her money into a bank. She decided to look over a list of banking terms that her teacher had given her. We are going to give you the same list. After you have looked up the definitions, why don't you use the words in sentences (either written or oral)?

1. Account
2. Deposit
3. Endorse
4. Currency
5. Cash
6. Teller
7. Depositor
8. Interest
9. Cashier
10. Loan
11. Coin
12. Collection
13. Itemize
14. Reserve
15. Savings
16. Net
17. Gross
18. Certificate of Deposit
19. Compound Interest
20. Credit

MODULE X - LESSON III

Banking

After Charity had learned these terms she went to the bank to open her account. She ordered her checks and then deposited her check. Before she deposited her check, she endorsed it and we will show you where she endorsed it.



By the time Charity had received her second paycheck, she had her deposit slips. She was going to deposit her entire check, but she wanted to keep $50 cash. This is how her deposit slip looked.

For credit of:

CHARITY HOPE
820 Serene Street
Memphis, TN 38104

Date Aug. 7, 1978

R.U. Saving Bank
202 Greenback Rd.
Memphis, TN 38102
00--0000000

CASH		
CHECKS:	371	79
TOTAL	371	79
LESS CASH RECEIVED	50	00
NET DEPOSIT	321	79

Charity wanted to give her mother a check to help with the household expenses. She wrote her a check for $42.00. Below you will see a copy of her check and the stub.

No. 1 $42.00	CHARITY HOPE		No. 1
Date Aug. 8, 1978	820 Serene Street		
To Mrs. Hope	Memphis, TN 38104		Aug. 10, 1978
For Household Expenses	Pay to the Order of	Mrs. Faith Hope	$42.00
	Forty two and 00		Dollars
Bal. brt. frwd. 321 79	For	Household expenses	
Amt. Dep.			
Total 321 79			
Amt. of this ck. 42 00	R. U. Saving Bank		Charity Hope
Bal. 279 79	Acc. No. 00--0000000		

MODULE X - LESSON IV

Credit

There were many things that Charity wanted to buy just as there are many things that you want. A stereo was at the very top of her list. Charity realized that a stereo was really a "want" instead of a "need." She also realized that she had many other obligations to meet (as you found out when you were helping her prepare her plan for spending).

Many of her friends had advised her to get some credit cards and buy anything that she wanted. Charity was too intelligent to listen to them because she had always thought that "payday would come around someday." She had even heard a speaker refer to the "narcotic effect of credit." The speaker meant that you can get deeper and deeper into credit, just as many people get into drugs too deeply. Charity knew that there were some advantages to credit. She decided to refer to some notes that she had taken in her vocational class. We are going to give you a copy of her notes.

MODULE X - LESSON IVA

Charity's Notes on Credit

1. Americans purchase $5,000,000,000 worth of merchandise every year on credit.
2. Some economists predict that America will soon become a moneyless society. (This means that we will use some type of credit to pay for all of our goods and services).
3. Credit is an economic tool that serves individuals, business, industry and government.
4. A good credit rating is an asset to an individual. Everyone needs a good credit rating in order to make large purchases such as homes, etc.
5. A poor credit rating can label someone as a poor credit risk. Poor credit risk applies to people who never pay their bills, are slow to pay their bills, or have been sued for not paying their bills.
6. The 6 c's of credit are good suggestions to anyone. They are as follows:

Character - good character in a person means honesty, responsibility and trustworthiness.
In relation to credit terms it means the borrower's willingness to pay.
People with good character can be depended upon to pay their bills.

Capacity - This means the ability to accommodate.
In credit terms it means the ability to repay a loan.

Capital - This word means money or property owned.
In credit terms it simply means owning something that is worth more than your debt.

Collateral - This word means of a similar nature.
In credit terms it means owning something which can be set aside as security for debt.

Conditions - This word means anything required for the completion of something.
In credit terms it means an advance agreement made between the borrower and the lender for completion of the loan.

Common sense - This word means having good judgement.
In credit terms it means having enough common sense or judgement to use credit wisely.

MODULE X - LESSON IVB

Cost of Credit

Charity decided that she should do some research before making a decision about that stereo. She needed to estimate the cost of credit.

She had seen a stereo that she liked in a local place of business. The price tag had read $50.00 down and $19.64 per month. She didn't remember seeing anything that told her the actual cost or how many months she would have to pay the notes. She decided to go back to the store and look at the price tag again. The tag stated that the payments were for 24 months. In small writing she saw that the cash price was $420.00. We will show you how Charity figured her cost of credit.

1. She first multiplied the amount of each payment by the number of months that it had to be paid.
2. She then added the down payment to the total sum of the monthly payment.
3. She then subtracted the cash sale price of the stereo from the sum of the monthly payments plus the down payment.

Step I - $ 19.64 monthly notes
x 24 months
78 56
392 8
$471.36 total sum of monthly payments

Step II - Add the down payment:

$ 471.36	total sum of monthly payments
+50.00	down payment
$ 521.36	actual money that she would have to pay for the set if she buys on credit.

Step III - Subtract the cash price from the credit price:

$ 521.36	Credit price
-420.00	Cash price
$ 101.36	Cost of credit

Charity certainly didn't want to pay this much for the stereo without shopping for more credit. She knew that other places to obtain credit were the bank, a credit union, mail order house, or consumer loan company. Why don't you, with the help of your teacher, calculate the cost of credit at the following places:

Bank - monthly payments - $19.96 for 24 months
Credit union - monthly payments - $19.76 for 24 months
Mail order house - monthly payments - $20.46 for 24 months
Consumer loan company - monthly payments - $26.01 for 24 months

Bank - $ 19.96 monthly payments
x 24 months of payments

Credit Union - $ 19.76 monthly payments
x 24 months of payments

Mail order house - $ 20.46 monthly payments
x 24 months of payments

Consumer loan company - $ 26.01 monthly payments
x 24 months of payments

Remember the cash price is $420.00.

After you have calculated the problems, fill in the chart below:

	Local Business	Bank	Credit Union	Mail Order House	Consumer Loan Co.
Total Cost (Credit)					
Cash Price					
Cost of Credit					

What would you advise Charity to do? Did the thought come to you that Charity could save her money and pay cash for that stereo. She would have to wait a little longer to buy it, but by paying cash she would have saved enough money to buy a new radio too.

Now that you have completed these ten modules, you are in a position to get that job. Try to remember all of the things that we have told you and put them into use. Don't wait and hope that someone else will find your job because you will be much happier if you find it for yourself. Don't get discouraged - very few people have gotten a job after the first interview. Good Luck!!!!!!

MODULE X - LESSON V

FREE ENTERPRISE

Under the free enterprise system the following develops:

1. People have freedom of choice
2. A person's income depends on that individual's own ability
3. Businesses are owned privately

Everyone is a consumer. A consumer is anyone who buys goods or services. The consumer is the boss in a free enterprise system. People go into business to make money. Money is made by giving the consumer what he wants. Businesses compete for your spending dollar. Have you ever stopped to think why you shop at a particular business? Let's pretend you are going to buy a car.

1. How would the price of a car be affected if there were only one car dealership from which to choose?

_____

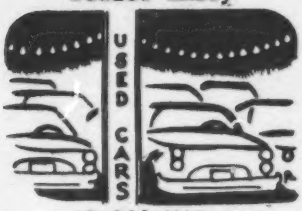
_____

_____

_____

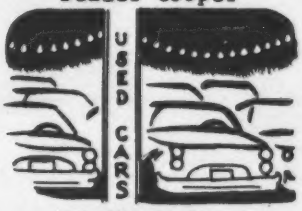
MODULE X - LESSON V (Cont'd)

Dealer Emery



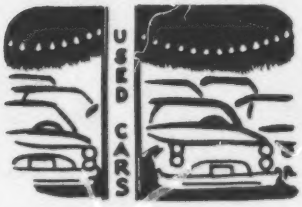
'78 T'Bird
15,000 Miles
$6,500

Dealer Cooper



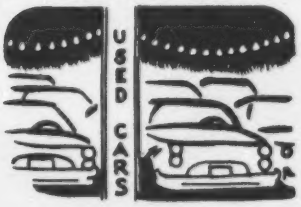
'78 T'Bird
15,000 Miles
$8,000

Dealer Garner



'78 T'Bird
14,000 Miles
$8,000

Dealer Turner



'78 T'Bird
15,000 Miles
$7,000

2. Which of the car dealerships would you buy from and why?

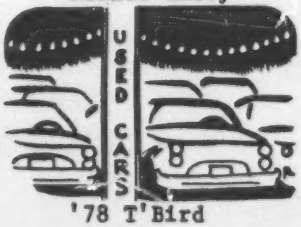
_____

_____

Dealer Washington

'78 T'Bird
$6,500

Dealer Emery



'78 T'Bird
$5,000

Dealer Turner

'78 T'Bird
$6,500

3. If Dealer Emery lowers his price to $5,000.00, how will this affect Dealers Washington and Turner?

_____

_____

_____

_____

MODULE X - LESSON (Cont'd)

4. What could the other two dealers do to get more customers?

_____

_____

_____

_____

5. Who do you think gains the most from competition and how?

_____

_____

_____

_____

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